

DOCUMENT RESUME

ED 257 889

UD 024 163

TITLE Operation Success: Sponsored by the New York State Education Department. A Cooperative Program of Federation Employment and Guidance Service, the New York City Board of Education and the United Federation of Teachers. Evaluation Report, Year Ending June 30, 1983.

INSTITUTION City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS AGENCY New York State Education Dept., Albany.

PUB DATE Feb 84

NOTE 222p.; Prepared by CUNY's Center for Labor & Urban Programs, Research & Analysis.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Attendance; Dropout Characteristics; *Dropout Prevention; Dropout Programs; *Dropouts; Economically Disadvantaged; Employment Programs; Enrollment; High Risk Students; High Schools; Parent Attitudes; *Potential Dropouts; Program Development; *Program Effectiveness; Program Evaluation; Services; Student Attitudes

IDENTIFIERS *New York (New York); *Operation Success

ABSTRACT

Operation Success is a pilot project funded by the New York State Education Department to provide support services to high school dropouts and potential dropouts. It offers programs, including employment programs, intended to develop skills, self-awareness and self-direction, encourage career goals, and develop appropriate attitudes toward the world of work. In its first year (1982-83), Operation Success provided in-school, supplementary services to 1,764 New York City students at three separate schools. At year's end, 93 percent of the participants were still enrolled (or had graduated), and the program had managed to bring 232 dropouts back to school. Moreover, the program's success had had a "spillover effect" within the participating high schools: their total attendance increased by 4 percent, and enrollment at the three schools rose 10 percent (compared with an 8 percent decline in the prior year). Operation Success resulted in major changes in students' attitudes toward school and teachers, and these shifts in attitude were reflected by positive changes in parents' feelings toward the schools. (The narrative portion of this evaluation report is followed by appendices containing 48 statistical tables, feedback from the high schools, and labor market information for New York City.)

(KH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

4.12.85

ED257889

Operation Success:

Sponsored by the New York State
Education Department

Evaluation Report

YEAR ENDING JUNE 30, 1983

A Cooperative Program
of Federation Employment
& Guidance Service,
the New York City Board
of Education and
the United Federation
of Teachers

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Herbert Bienstock

CLINT. QUEENS COLL. CENTER
FOR LABOR & URBAN PROGRAMS

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



Herbert Bienstock, Director

February 1984

Queens College
City University of New York

Center for Labor & Urban Programs, Research & Analysis
Queens College, House 41, Flushing, New York 11367

4D024163

OPERATION SUCCESS

Operation Success is a pilot project funded by the New York State Education Department to provide support services to high school students, both dropouts and those at risk of dropping out. It is administered by Federation Employment and Guidance Service (FEGS) in cooperation with the New York City Board of Education and the United Federation of Teachers (UFT). Operation Success is being evaluated by the Center for Labor & Urban Programs, Research & Analysis at Queens College, City University of New York.

Operation Success began in July of 1982, working with students from Christopher Columbus, Erasmus Hall and Seward Park High Schools. At the beginning of the 1983-1984 school year, the program expanded to include Thomas Edison High School in Queens and Boys & Girls High School in Brooklyn.

QUOTES FROM REPRESENTATIVES OF COOPERATING ORGANIZATIONS

"Operation Success has kept families together. It has given kids the skills they need for jobs and has provided them with a brighter future for themselves. It demonstrates that partnerships work."

Louis Grumet
Assistant Commissioner of
Special Education
New York State Education Department

"... FECS personnel are well equipped and passionate. In the past we had empty promises. Here we bring integration of personnel and purposes to school and community. I was enthralled with the program..."

Nathan Quinones
Executive Director
Division of High Schools
New York City Board of Education

"The collaboration of the public sector and the voluntary sector in Operation Success is a model of partnership. The caring and concern of the workers in the project and their colleagues in the schools is a model of commitment to meeting the needs of at-risk youth."

Maurice Leiter
Director of Program Development
United Federation of Teachers
Local 2, American Federation of Teachers,
AFL-CIO

"Operation Success, which is being evaluated by the Queens College Center for Labor & Urban Programs, Research & Analysis, has shown substantial promise in addressing the high school dropout problem. Queens College is very pleased to be associated with this effort since the problem of the high school dropout is clearly one of the most pressing problems that we deal with in the educational world today. The college's interest in the results of this program reflects our desire to bring young people as far along the educational ladder as possible. Those who complete high school, whether or not they continue on to higher education, will make a contribution to the well-being of the nation that by far exceeds the national investment in their education. Moreover, every high school dropout who stays the course is a potential candidate for enrollment in institutions of higher learning at the college level."

Dr. Saul Cohen
President
Queens College of the
City University of New York

PARTICIPATING STUDENT QUOTES

"I don't like this program - I love it. I really do. It has become like a second home to me - ask any of the counselors - they have totally turned me around."

Operation Success Student
Christopher Columbus High School

"I am doing really good ... I just got my report card and I have been doing really excellent. I got all 90's ... you should see how proud my mother is - she xeroxed my report card and put it on her wall at work and I'm really happy about that."

Operation Success Student
Seward Park High School

"The training with Operation Success ... I really loved it. I felt really good about it. I never had been through anything like this before ... Never ... it was my first experience and it was the best experience I had in my life. It was the best experience because it was something that ... I mean I'm not saying that it wasn't something that I never thought I could do but I'm saying that the chances were not too good!"

Operation Success Student
Erasmus Hall High School

PREFACE

Operation Success is essentially a pilot project. It attempted to deal with a situation that was relatively unique. An array of organizational components were brought together in a cooperative effort to deal with what has become one of the critical issues of our time -- the unacceptably high rate at which youngsters drop out of New York City high schools at great loss to themselves and society.

The program was sponsored by the New York State Education Department. It was designed and operated by the Federation Employment and Guidance Service in cooperation with the New York City Board of Education and United Federation of Teachers. The program during 1982-83 was operated at Erasmus High School in Brooklyn, Seward Park High School in Manhattan and at Columbus High School in the Bronx. The Queens College-CUNY Center for Labor and Urban Programs, Research and Analysis conducted an active participant evaluation working with the project from its planning, inception and implementation stages.

The results reported in this evaluation are very striking indeed. It is not surprising to the evaluators that the results are proving to be so dramatic. As part of the planning process the evaluators worked very closely with the various components of this project and there was evidence from the outset that all of the groups involved in this project had an enthusiastic and innovative attitude that boded well for the success of the project. Indeed, it does appear that these anticipations were realized -- perhaps beyond the anticipation of any of the groups involved in the planning of this program.

The programs are intended to develop skills, improve self awareness and self direction, encourage career goals and to develop appropriate attitudes toward the world of work. A major goal of the program is to reach out to high school dropouts and their families, in order to bring them back to the school system and help them to overcome their specific educational hardships.

The program is intended to supplement, not substitute for, the school's primary relationship with the youngster. FEGS staff are present in each of the schools and are intended to be supportive of the total school input, while meeting the individual needs of students who in the past have failed and are currently "at risk" of failing. This approach has resulted in an unusual degree of cooperative relationship between the external presence and internal system. This fact is unique in itself and is probably a major root of the substantial success the program has enjoyed during its brief history.

The findings suggest very clearly that the program has achieved some remarkable results. The achievements of Operation Success are due in no small part to the individuals who were involved in this activity. Commissioner Gordon Ambach, Deputy Commissioner Gerald L. Freaborne, Assistant Commissioner Louis Grumet, Mr. Christopher Skroupa, and Ms. Margretta Fairweather were in strong support of the project from the focus of the State Education Department. Ms. Fairweather has been of particular help to the Center's evaluation activities although that is not to suggest that she has contributed less to other components of the project. Chancellor Alvarado early in his term learned about Operation Success and

his response was very supportive and has continued to be so and of course Mr. Nathan Quinones, Executive Director of the High School Division at the New York City Board of Education, and most importantly the principals of the three target high schools, Mr. Stanley Saretsky of Erasmus, Ms. Grace M. Rosa of Columbus, and Dr. Noel N. Kriftcher of Seward, and the members of their staff that served as liaisons have been an essential part of the Operation Success project. Sandra Feldman and Maurice Leiter of the United Federation of Teachers have provided invaluable support throughout the project as did their organization.

Of course, Mr. Alfred P. Miller, Executive Director of the Federation Employment and Guidance Service has been a bulwark and spearheaded the conceptualization and implementation of Operation Success. His hardworking staff, Ms. Rae Linefsky, FECS' assistant executive director who functioned as the program's director, and Mr. Ira Machowsky were helpful throughout as were the coordinators at the school sites, Ms. Katherine Marshall, Mr. Melvin Betty and Ms. Ellen Pepperberg, as well as the program's administrative assistant, Beth Torres. Peter Klienthard, who has recently been appointed Director of the Operation Success Program, has been instrumental in the program's continuing development. Ms. Gail Magaliff and Ms. Bernice Sherman were invaluable in providing the administrative support and leadership to make Operation Success what it ultimately became.

Certainly the list of credits inadvertently must have omitted many for which we extend our apologies. But there is one person whose hard work, dedication, persistence, creative enthusiasm and insight enabled this report to come to its successful fruition. Ms. Johanna Duncan, who is the Director of the Work/Education Linkage activities at the Center and was the program's principal evaluator, developed and conducted this evaluation assignment with much excellence.

Administrative support was provided by a number of staff persons at the Center who we want to gratefully acknowledge - Ms. Margaret Mattedich was a bastion of strength in getting this report edited and prepared for publication. Ms. Janice Fornaro provided critical administrative support. Dr. Albert Ovedovitz and Mr. Robert Haven worked on some components of the evaluation report and their help is appreciated. Above and beyond all, it would have been impossible to put together the vast array of data without the loyal and selfless assistance provided by Mr. Gregory Miller, as statistical assistant at the Center, and the group of very able young people serving their internship at the Center including Suzanne Babic, Diane Brieloff, Derek Carter, Valerie Connor Gail Ehresmann, Jeannie O'Connor, Ariel Poplack, Victoria Riordan, Theresa Sarkasian, Ann Marie Vallone and Kenn Wishnick.

The Director of the Center wishes to acknowledge his thanks and appreciation to all the components for their cooperation in providing open access to the Center. This enabled the Center to conduct the evaluation in a meaningful and critical manner.



Herbert Bienstock
Alumni Merit Professor of
Labor and Urban Studies
Director, Center for Labor and
Urban Programs, Research & Analysis

TABLE OF CONTENTS

	<u>PAGE</u>
EVALUATION HIGHLIGHTS	1
OVERVIEW OF OPERATION SUCCESS SERVICES	3
SELECTION AND ENROLLMENT OF PARTICIPANTS	5
IMPACT ON PARTICIPANTS ENROLLMENT, ATTENDANCE, AND RETENTION	8
PARTICIPANTS COMPLETING HIGH SCHOOL	12
HIGHLIGHTS OF OPERATION SUCCESS PARTICIPANT CHARACTERISTICS	20
PROFILE OF PROGRAM PARTICIPANTS	22
Student Characteristics	22
Parent and Household Characteristics	27
ATTENDANCE IMPACT ON PARTICIPATING HIGH SCHOOLS	31
ENROLLMENT IMPACT ON PARTICIPATING HIGH SCHOOLS	38
IMPACT ON STUDENT ATTITUDES TOWARDS SCHOOL - PRE AND POST	47
Highlights of Findings - All Program Participants	49
Highlights of Findings - Summer Program Participants	51
STUDENT ASSESSMENT OF PROGRAM'S IMPACT	64
In Review	91
THE PROCESS	93
Melding of Forces	93
Implementation in Target High Schools	96
School-FEGS Relationship	100

APPENDICES

STATISTICAL TABLES	103
FEEDBACK FROM HIGH SCHOOLS	184
LABOR MARKET INFORMATION	200

EVALUATION HIGHLIGHTS

- ...Operation Success targeted on "high-risk" students. The focus was on those youngsters who dropped out of school or who gave every promise of becoming an early school dropout. During 1982-'83, some 1,764 students were served by the program. Ninety-three percent (93%) of these were still enrolled at year's end or had graduated -- an astounding finding given the fact that the chances of any of these youngsters dropping out of school was almost a certainty given the "at risk" characteristics of the universe.
- ...Not only did Operation Success retain over 1,600 students (93%) potentially at "high-risk" of dropping out but even more striking is that 232 dropouts were actually brought back into school.
- ...Seventy percent (70%) of these "high-risk" Operation Success participants who were eligible to graduate in June 1983 did so. None of the remainder dropped out of school.
- ...Almost one of every four of these Operation Success June 1983 graduates were dropouts brought back to school by Operation Success. All of the other graduating students were students who were chronically absent or late during the previous year.
- ...The Operation Success "spill over effect" is evidenced by the almost 4 percent increase in total attendance within the participating target high schools. Clearly the awareness of the Operation Success program has had its effect beyond the limit of the participating students. The attendance experience in the Operation Success year is in marked contrast to the previous year's experience.
- ...Operation Success had a significant impact on the overall enrollment registers at the target high schools. Enrollment at these three schools rose 10 percent during the program's first year of activity compared with an 8 percent decline in the prior year.
- ...One out of every seven Operation Success students who had a history of previous school suspension when they entered the program indicated that they now attend classes regularly.
- ...Operation Success resulted in major modifications in student attitudes including their interest in attending classes. Among all program participants, class attendance more than doubled with over two thirds of the students indicating that they now attend classes "all the time."

- ...Before participation in Operation Success only 3 in 5 students indicated that school prepared them for a future career. After participation nearly 6 out of 7 students indicated that what they learned in school prepared them for a career.
- ...Prior to enrollment in Operation Success only half of the students felt that they belonged in school. After participation in the program an additional one third of the students indicated a change in attitude and felt that they belonged in school.
- ...Of particular interest is the fact that program participants reported a striking change in attitude concerning their teachers. Before participation in Operation Success only one half of the students felt that the teachers usually had time to help them with their work. After participation more than 5 out of 6 students had this positive perception of their teachers' willingness to help.
- ...The change in student attitudes was also reflected in the students' perception of how their parents felt about the school that the students attended. Prior to enrollment in Operation Success less than half of the students felt that their parents liked the school which they attended, while after participation two thirds of the students felt that their parents liked the school that they attended.
- ...The "high-risk" status of Operation Success students is underscored by the analysis of participants' family income characteristics. For example, over half, 60.0 percent, of the participants came from families whose households' annual income was below \$8,000 with over a fourth, 27.1 percent, of all participants' families experiencing unemployment.
- ...Over two thirds, 68.9 percent, of all participants' families were single parent households of which 83.0 percent were female headed.
- ...Only a third of all participants' parents indicated that they had at least completed high school or a vocational education program. An alarming 25 percent, or one fourth, of all participants' parents never attended high school at all.
- ...Almost half, 46 percent, of all participants' families were receiving public assistance.

OVERVIEW OF OPERATION SUCCESS SERVICES

1982 - 1983

A total of 1,764 youngsters that had either dropped out of school or were considered to be at "high-risk" of dropping out of school were served by the Operation Success Program between August 2, 1982, and June 30, 1983. This includes 131 students who were enrolled in the summer developmental program and 1,633 students served during the academic year program.

Ninety-three percent (93%) of the participants served by the program have either successfully completed high school or are still enrolled in high school as of June 30, 1983. The remaining 7 percent have been given the opportunity for job training through the FECS operated Testing, Assessment & Placement Centers (TAP*). It is very likely that none of these participants would have had any opportunity to continue in their educational careers or participate in training programs without Operation Success.

Similarly, there was little probability that these high-risk participants would have returned to and/or continued in school. The unique feature of Operation Success is that these youngsters, who had not been successfully assisted through any other retention program, were those specifically targeted as "clients" for Operation Success. The most important measure of performance of this Program is that all members of this "high-risk" population were successfully assisted

*TAP (Testing, Assessment & Placement Center) is funded by the New York City Department of Employment. At the time of the evaluation FECS operated three of these TAP Centers.

through some or all of the Operation Success Program offerings.

Program service offerings, which were conducted at FECS, the three target high schools and the community included:

- .. Initial Diagnostic Vocational Evaluation and Functional Assessment
- .. Educational Internship Experience
- .. Personal and Family Experience
- .. Outreach Services
- .. Vocational Skills Training
(Air conditioning, Major Appliance Repair, Orientation to Industrial Technology, Typewriter Repair Program, Jewelry, Manufacturing and Office/Business Skills)
- .. Part-time Job Development and Employment
- .. Career Development Services
- .. Community Resource Services
- .. Referral Services

A detailed overview of the program's implementation and development process is described in "The Process" section of this report.

SELECTION AND ENROLLMENT OF PARTICIPANTS

A student is classified as "high-risk" because they are either a "Long Term Absentee" (LTA), are "Excessively Absent or Late" (EAL), or are among those classified as "Others at High-Risk". "Others at High Risk" includes students who have been identified as "high-risk" because they have or are experiencing any one or more of the following problems which hinder regular school attendance:

- history of excessive absenteeism
- superintendent suspension
- indicated behavior problems or juvenile record
- history of dropping out
- excessive class cuts
- pregnancy
- adjustment problems/new to country

Each target high school provided the new Operation Success program staff with their latest listing of students who had dropped out of school or were classified as potentially at "high-risk" of dropping out of school for the reasons just described. Students were initially identified with these lists and then recruited through the sponsorship of several "Open House" activities at each target school. These Open House events were directed at reaching these high-risk students and their families prior to the start of the fall semester for enrollment in the three week Operation Success summer developmental program.

As the program progressed, students learned about and enrolled in the program by direct mailings and through telephone contact. Other methods included outreach in the community, publicity posters, students referring other students, friends, or relatives and by the referrals of target high school teachers and counselors. These recruitment efforts were pursued as part of the on-going program activity.

The total enrollment consisted of 1,764 "high-risk" students. Of these, the Operation Success Program, in its first year, returned a total of 232 dropouts back to school. Sixty-two (62) of these student dropouts were recaptured by the Erasmus High School Program, 47 dropouts were brought back by the Columbus High School Program, and Seward Park High School's Program recaptured 123 dropouts. These students were all re-enrolled on the register of a New York City Board of Education High School or registered in a high school equivalency program sponsored by a NYC Board of Education High School as of June 30, 1983.

One thousand, two hundred sixty-two (1,262) "Long Term Absentees" and students classified as "Excessively Absent and/or Late" were served during the Operation Success Program's first year. Erasmus served a total of 532 students categorized as LTA's/EAL's, Columbus served 304 EAL's and Seward Park High School served a total of 426 LTA's/EAL's.

The remaining total of 270 students were among those classified as "Others at Risk". Eighty-five (85) of these students were enrolled at Erasmus, 127 at Columbus and 58 at Seward Park High School. (See Statistical Appendix Tables 1, 1A, 1B, & 1C).

With the exception of the three week summer developmental program, which operated at the FECS trades school, the activities of the first year's pilot operation were primarily conducted at three targeted New York City Board of Education Academic High Schools: Erasmus Hall High School in Brooklyn, Christopher Columbus High School in the Bronx, and Seward Park High School in Manhattan.

During the first year of the program's activity, the Erasmus High School program served a total of 679 students, Columbus High School's program served 478 students, and Seward Park High School's Program served a total of 607 students.

IMPACT ON PARTICIPANTS ENROLLMENT,
ATTENDANCE AND RETENTION

Official Enrollment Status of Participants

Throughout the program year, data was compiled on the enrollment status of Operation Success Program participants to reveal the actual number of dropouts that were re-enrolled on the registers of the target high schools, the number of "high-risk" students prevented from dropping out of school and the extent to which these students were continuing to attend school. The following information highlights the striking impact the Operation Success program had on retaining its "high-risk" program participants during its first year of program activity, ending June 30, 1983.

Enrollment Status of Participants in Three Target High Schools

...1,637 or 92.8 percent of the students served by the Operation Success Program, as of June 30, 1983, were enrolled in or completed high school (1,459 or 82.7 percent were enrolled in high school. 178 or 10.1 percent formally graduated from high school or received their high school equivalency diploma-GED). (See Statistical Appendix Table 2).

...127 or 7.2 percent of the students that were not enrolled in high school were referred to TAN or other training facilities for job training, or were employed. (See Statistical Appendix Table 2).

Review of Participants Enrollment by Target High School

Erasmus Hall High School

...656 or 96.6 percent of the students served by the Operation Success Program at Erasmus Hall High School were officially

enrolled in or completed high school, as of June 30, 1983,
(576 or 84.8 percent of the program participants were
enrolled in school and 80 or 11.8 percent of the participants
formally graduated from high school or received their high school
equivalency diploma-GED). (See Statistical Appendix Table 2A).
...23 or 3.4 percent of the students that were not enrolled in high
school were referred to TAP or other training facilities for job
training, or were working. (See Statistical Appendix Table 2A).

Christopher Columbus High School

...416 or 87.1 percent of the students that participated in the
Operation Success Program at Columbus High School were enrolled
in or completed high school, as of June 30, 1983. (376 or
78.7 percent were enrolled in high school. 40 or 8.4 percent
formally graduated from high school or received their high
school equivalency diploma-GED).
(See Statistical Appendix Table 2B).

...62 or 13.0 percent of the students that were not enrolled in
high school were referred to TAP or other training facilities for
job training, or were working. (See Statistical Appendix Table
2B).

Seward Park High School

...565 or 93.1 percent of the students that participated in the
Operation Success Program at Seward Park High School were
enrolled in or completed high school, as of June 30, 1983.
(507 or 83.5 percent were enrolled in high school. 58 or
9.6 percent formally graduated from high school or received
their high school equivalency diploma-GED).
(See Statistical Appendix Table 2C).

...42 or 6.9 percent of the students that were not enrolled in school were referred to IAP or other training facilities for job training, or were employed. (See Statistical Appendix Table 2C).

Recognizing the fact that 34.7 percent of the students served were out-of-school dropouts or students that were chronically absent (when they first enrolled in the program) and 15.3 percent of the other participants were considered potentially at "high-risk" of dropping out because of other serious problems that hinder school attendance (delinquency, abuse by parents, pregnancy, school suspension, etc.), the ability of the Operation Success Program to retain and/or graduate better than 9 out of every 10 (or 92.8%) of these "high-risk" students is astounding.

The majority, 1,370 or 93.9 percent, of the participants were retained in one of the three target high schools, while a total of 89 or 6.1 percent of all students served were re-enrolled or transferred to other New York City High Schools (or GED programs in other NYC High Schools). While the overall proportion of students enrolled in other NYC High Schools is small, the largest number of these students, among the three target high schools, was in the Seward Park High School Operation Success Program with 6.1 percent of their participants enrolled in other schools (or other high school GED programs), compared to 5.6 percent of Columbus High School's participants and 4.7 percent of Erasmus High School's participants. (See Statistical Appendix Tables 3, 3A, 3B, & 3C).

Although the reasons for students registering in high schools, other than those targeted by the Operation Success Program, ranged

from geographical location (a student moving during his participation in the program) to a student choosing to go to a high school with different program offerings (i.e. some of the pregnant students were interested in attending Ida B. Wells, which is a New York City Board of Education High School for pregnant girls), the higher number of Seward Park High School participants enrolling in other high schools had a great deal to do with the physical space problems at Seward.

Seward Park High School operated at 140 percent of its building's physical capacity (this includes the additional annex of this school) during the 1982-1983 academic year. The space issue, and what FECS/Operation Success arranged with this high school to alleviate the problem of finding room for the additional number of students that were now being returned to the school, through the Operation Success Program, is described in the high school enrollment section of this report.

PARTICIPANTS COMPLETING HIGH SCHOOL

As cited in the highlights, there were a total of 178 students, or 10.1 percent of all students served, who completed high school.

These students fell into two categories: students eligible for regular high school graduation (students in their senior year of high school with enough credits to be candidates for a regular high school diploma), and students who were enrolled in the target high school's general equivalency diploma preparation class (sponsored or co-sponsored by FECS in the target high school) who were scheduled to take the equivalency exam prior to or by June 30, 1983.

In the context of program efforts, with students ready for graduation, it is important to illustrate the framework under which this system of student services operated. Case managers (Operation Success Program counselors) enrolled students in high school equivalency diploma classes almost as a "last resort".

Students who accumulated a significant number of high school credits, students who dropped out of school for less than a year, students who were enrolled in school yet expressed an interest in acquiring a GED rather than a regular diploma, were the type of students case managers encouraged to stay in the mainstream high school structure.

Although many students thought that the GED might have been an "easier" high school option, Operation Success participants were generally discouraged against this alternative unless there appeared to be no other way to keep the youngster in school, or, for students who had dropped out and there was no other way to bring the youngster back into school.

The largest majority of GED candidates were those individuals who were typically over 18 or 19 years of age without enough high school credits to be classified a sophomore (10th grader), or students who were given superintendent suspensions from school (for a variety of reasons usually related to delinquency) and were not allowed to return to school. Others were students who dropped out of school when they needed perhaps one or two more high school semester credits to graduate but were now returning to high school through the Operation Success Program at the age of 22, or students who dropped out of high school because they lacked basic reading, writing and math skills. These types of students would be placed in a pre-GED class which would first provide basic skills. These individuals would then move on to the regular GED class.

Examples are further illustrated by the comments of a GED instructor at Erasmus Hall High School. This teacher's experience in this high school goes back to his own experience as a high school student at Erasmus, his student teaching experience at Erasmus and his tenure as an academic instructor at this school. These comments were given during a research interview with Johanna Duncan, the program's principal evaluator:

GED instructor: " As you know, Johanna, you need 40 credits now to graduate. These course requirements are distributed with four years of English, or eight English credits, three and a half years of social studies, two years of math, at least two years of science, and so on down the line. Student C has been in this high school for three and a half years before she got involved in this

Success program, and had only earned 23 credits in all that time ... of which 16 were music credits ... which means that in the academic areas all she gained was 7 credits in three and a half years! Student C, though, is only one of many other kids just like her... You got kids that are 18 years old with three or more years to graduate. I have seen these kids but they are not going to continue to come here (referring to Erasmus) until they are 21 or in some instances 22. That's just an unrealistic expectation, the kids will drop out and it's just as simple as that! The GED class is, however, a realistic option for some kids because it gives them a chance to finish high school and then start reordering their lives.

You see, there are literally 20 to 30 thousand kids who belong in school... walking around the city on any particular day, getting into all sorts of mischief. Whether it shows up on paper or not, that's the way it is. When I say that it may not show up on paper I am referring to the way in which the numbers of dropouts are really counted...because you have to realize that there are so many kids that haven't officially been dropped from the school registers who are simply not attending school ... they might go to their home-room class once a month or something like that but for all intent and purposes these students are not in school!"

J. Duncan: "Do you feel that there is anything that can be done to change this situation?"

GED instructor: "Well, as you know there have been a lot of programs that are supposed to change everything but I know they didn't succeed because they didn't get the kids back in school. These dropout programs were not at Erasmus, but we have had a lot of other programs here that I think also failed because I think they spent more time making the program look good on paper instead of spending time with the kids ... so these people look good on paper and probably get into a lot less trouble than I do because they get their paper work in on time but what they were really able to accomplish with the kids is another story. A sad story. I have to honestly say that my faith in the school system and its

interest in saving some of these kids has been renewed ... and I was to the point of wanting to quit. I was tired of seeing the same problems repeat themselves over and over again without the obvious solutions ever being tried."

J. Luncan: "What exactly, renewed your faith in the school system?"

GED instructor: "Well, it seemed like all the problems used to be explained away by saying how it's the parents' fault ... the kids' fault ... it's always been somebody else's fault. Fine, but the problems still existed because the kids were not coming to school and that's the bottom line. Mr. Saretsky (the Principal of Erasmus High School) is a great guy who came to this school with some new ideas and was willing to try the suggestions of others. He has been sincerely interested in changing the way things were here at Erasmus ever since he took over his new job as principal. One example of this is his acceptance of this FECS program in our school. You should see the way that he and Mel (referring to the principal and Mel Betty, the Operation Success Coordinator at Erasmus) work together to get these problem kids back into school and to keep them here by working with them. We can set up the class structure and the additional GED classes, but you see, what FECS can do that doesn't exist in other schools is they can work with the causes of these kids' problems ... I am talking about the kid, out of school, who comes back and gets a GED diploma and nothing has really changed. The particular symptom, of not having a diploma, has gone away but the cause of the problem has not. We together ... the teachers, the guidance counselors and the FECS program can deal with the underlying causes. Now take Student C, for example. Student C is very bright as I'm sure you've noticed. There's an underlying rage with Student C. Underlying rage about her situation at home and a lot of other things. Her counselor, Tony Diaz (Operation Success Case Manager) can deal with her rage and try to find out what's making Student C so angry and what's preventing her from succeeding like she

should because she's really bright. Why should somebody like Student C, who is so bright, wind up after four years of high school, with 7 credits ... With the FECS program our work can be successful ... very successful because they can do stuff that we can't do. They really are tremendous. We are learning and the kids are making it all seem worthwhile. For once, in a real long time, I am seeing the tangible results of extra efforts. What I am trying to emphasize is that we have been able to grow beyond the classroom stage. I mean, is a high school just suppose to be in the business of handing out diplomas? What can you do with a high school diploma today? How many of those kids went to college? How many of those kids are in jail? How many of those kids are out on the streets? You know, ... what's success? We're successful (referring to the school) because we are able to hand out X number of diplomas. Well, does that mean that these kids are now hanging out on the street with that diploma, instead of hanging out on the street without the diploma? Well, that's where the FECS program comes in, they help us help the kids. To use Student C as the example again since you know who I'm talking about, she'll be leaving us in June, but while she's been taking this class (the GED class) she's also been attending the business school that FECS operates, so there's some work background for her. She's learned what it means to act in a businesslike way, what you have to do to keep your job and so forth ... that's what they're able to do. We're able to together ... in other words ... not only deal with just handing out diplomas, but deal with a kid by trying to make a kid successful in many aspects of his or her life ... 'cause when they leave here the tone is often set for the rest of their lives.!"

The comments of this instructor underscore a few of the many difficulties encountered in this task of returning and retaining youngsters in NYC high schools in general. It is evident that these GED preparation classes do offer students, who would otherwise be lost, an alternative to being a dropout, and the pilot activities of

Operation Success Program complimented GED preparation. Unavoidable monetary constraints in the target high schools' budgets during the 1982-1983 academic year did not permit the scheduling of enough classes to enroll the large number of students Operation Success was capturing (re-enrolling or retaining). In fact, there were already existing waiting lists for these GED classes. Since so many of the students targeted by the Operation Success program fell into this category, FECS helped the target high schools find ways to establish more of these classes through the acquisition of staff and the provision of space. For instance, a GED class was held at the FECS trades school for Seward Park High School participants to help alleviate the problem of bringing back students for whom there was no room.

Total Graduating Participants

A total of 253 Operation Success students were eligible to complete high school during the first year of program operation. Sixty-two (62) program participants were eligible for a regular high school diploma and 191 participants (enrolled in a GED preparation class) were scheduled to take a high school equivalency exam prior to or by June 30, 1983.

All of the 62 participants that were eligible for the regular high school diploma graduated. Two of these graduating students were dropouts brought back to school by the Operation Success Program and the other 60 students were (when they first enrolled in the program) long-term absentees (LTA's) or students categorized as being excessively absent and/or late (EAL's).

One hundred sixteen (116) of the 191 or 60.7 percent of the GED candidates received their equivalency diplomas. Over a third or 41 of these GED recipients were dropouts brought back to school by Operation Success and the other 75 students, who received their GED, were previously (before entering the program) long-term absentees or students categorized as being excessively absent and/or late.

There were a total of 75 students that did not complete high school that were among the eligible candidates. All of these students were GED candidates who did not graduate because they did not pass the equivalency exam. All of these students re-enrolled in the GED class to retake the exam. (See Statistical Appendix Tables 4, 5, 5A, 5B, & 5C).

Preliminary Follow-up on Graduates

All of the candidates for regular high school diplomas graduated in June while the GED recipients graduated at various times during the school semester (tests are scheduled throughout the academic year). While follow-up was possible for all of the participants that graduated before June 30, 1983, follow-up on all of the students that were first year participants but received their equivalency diploma after June 30, 1983 (i.e. in July or August) was not entirely possible for this year's end evaluation report on activities ending June 30, 1983. Out of the 178 participating graduates, 112 were reached for follow-up contact. Follow-up on the additional 66 students will be reported on in the next evaluation update report.

Out of the participating graduates contacted, better than a fourth (25.5 percent) of the students are going to two and four

year colleges. Nearly a fourth (19.6 percent) of the other graduates have enrolled in a business or trades school for specific types of skill training. Of the Operation Success students that graduated, 13.4 percent are employed in a full or part-time job. The activities of the remaining number of students in this category include: 8.0 percent pursuing a career in the armed forces, 5.4 percent that will be doing "other types of things" (including students that are moving out of the city, getting married, having a child, etc.) and 24.1 percent indicating that they were presently undecided about future plans. Students that said that they were undecided were referred back to Operation Success for additional counseling. (See Statistical Appendix Table 6).

HIGHLIGHTS OF OPERATION SUCCESS PARTICIPANT CHARACTERISTICS

Student Characteristics

- ... While the largest majority of all students (88.5 percent) were between the ages of 15 to 19, nearly a fourth of all students served (22.4 percent) were 19 to 22 years of age and older.
- ... The enrollment of students in the Operation Success Program was representative of the overall ethnic composition in each target high school. In Columbus, which has a majority of white students (60.4 percent), 52.1 percent of the Operation Success participants were white. In Erasmus, which has a predominantly black student population (87.8 percent), the program's enrollment was 86.9 percent black. In Seward, where the largest single group of students enrolled is Hispanic (48.1 percent), the Operation Success program's enrollment was 55.8 percent Hispanic.
- ... While only 1.6 percent of the program participants were married, 9.1 percent of the female participants were either pregnant or had one or more children.
- ... A third of the Operation Success participants were born outside of the United States (countries outside of Mainland USA and Puerto Rico) and nearly a fourth (21.7 percent) of those participants have only lived in the United States for 5 years or less.
- ... While 13.2 percent of all youngsters enrolled in the Operation Success Program were dropouts, over a third (37.1 percent) of all program participants entered the program with a history of having dropped out of school at some point in their academic career.

Parent and Household Characteristics

- ...Over half (60.0 percent) of the participants came from families whose households' annual income was below \$8,000 with over a fourth (27.1 percent) of all participants' families experiencing unemployment.
- ...As many as 66.1 percent of the participants' families lived in households with 4 to 6 persons.

- ... Almost half (46.1 percent) of all program participants' families were receiving public assistance.
- ... Over two-thirds (68.9 percent) of all participants' families were single parent households, of which 83.0 percent were female headed.
- ... Only a third of all participants' parents indicated that they had at least completed high school or a vocational education program.

PROFILE OF PROGRAM PARTICIPANTS

Student Characteristics

Participants' Sex

Slightly more than half, 52.7 percent of the program participants were male and 47.3 percent were female. Seward Park High School had the smallest proportion of female participants, 39.1 percent. Columbus High School's participant population was 56.0 percent female and 44.0 percent male. Of the three target high schools only Erasmus High School's program served more females than males, 56.5 percent of Erasmus participants were female. (See Statistical Appendix Table 7).

Participants' Age

Students between the ages of 14 to 22 were served by the Operation Success Program. The largest group, 88.5 percent of all participants served in the three target high schools combined, were between the ages of 15 to 19. The single largest age of youngsters served in all three target schools combined was 17. The single smallest age of youngsters served in all three target schools combined was 14.

The age of students served varied slightly by individual school. Columbus High School's program served a relatively younger population of students. The largest age group for Columbus was 15 to 18 with the single largest age of students served being 16. Over half, 53.8 percent of the students served by the Columbus High School program, were 16 years of age and younger in comparison to the other two schools who had fewer than a fourth of their students 16 years of age and younger.

*Data on Operation Success Program participants was compiled by the Center through program records.

Erasmus and Seward Park High Schools enrolled an older population of students with Seward enrolling the oldest of the two schools. Erasmus High School's program's largest age group was 15 to 20 and Seward's largest age group was 15 to 21. Both Erasmus and Seward had a significant population of students 19 years of age and over. Nearly a fourth, 24.9 percent of the students served by Erasmus High School's program, were 19 and over and nearly a third, 32.3 percent of the students served by the Seward Park High School program, were 19 and over. (See Statistical Appendix Table 8).

Participants' Race

The enrollment in Operation Success was representative of the overall ethnic composition in each target high school. In Columbus High School, which has a majority of white students, 60.4 percent*, 52.1 percent of the program participants were white.

In Erasmus High School, which has a predominantly black student population, 87.8 percent*, the Operation Success Program's enrollment was 86.9 percent black. In Seward Park High School, where the largest single group of students enrolled are Hispanic (48.1 percent*), Operation Success enrollment was 55.8 percent Hispanic.

In terms of the overall enrollment pattern, 45.0 percent, or nearly half, of the participants were black with the other two largest categories being Hispanic, 28.8 percent, and white 16.3

*Source: 1980-81 NYC Board of Education

School Profiles

percent. The remainder of the participants were Asian, 6.9 percent, and "other" 3.1 percent. "Other" includes persons of races other than white, black, hispanic, American indian, and Asian. (See Statistical Appendix Table 9).

Marital Status and Number of Children

Only 1.6 percent of the participants were married, however, of the female participants 9.1 percent were either pregnant or had one or more children. (See Statistical Appendix Tables 10 & 11).

Place of Birth

Two thirds of all program participants were born in the United States (including Puerto Rico). At both the Erasmus and Seward Park High School Programs about 60.0 percent of the participants were born in the United States, while at Columbus High School 86.1 percent of the participants were native to the United States. Of those participants not born in the United States, over half were from the Caribbean (excluding Puerto Rico or Latin America), 55.2 percent. Erasmus had the highest proportion of participants from these areas, 91.0 percent of their non-U.S. born persons. Columbus High School had the lowest proportion, 7.8 percent of participants from the Caribbean. Seward Park High School's program had a wider geographical representation than the other two schools, with 32.2 percent of their non-U.S. born students from the Caribbean (excluding Puerto Rico and Latin America), 27.5 percent from Europe and 40.3 percent from Asia. Ninety-four (94) of the 106 Asian born participants were enrolled at the Seward Park High School program. (See Statistical Appendix Table 12).

Citizenship Status

Overall, about 1 in 8 program participants were non-U.S. citizens. At Erasmus 14.5 percent of the students were non-U.S. citizens and at Seward 18.4 percent were non-U.S. citizens.

Compared to the other two schools, Columbus High School's program had a very small proportion of non-U.S. citizens, 3.7 percent. (See Statistical Appendix Table 13).

Years of Residency

The largest proportion of all students served by the Operation Success Program in all three schools were United States citizens who were native born in the United States. The largest number of participants who did not live in the United States all of their lives have resided in the United States for 1 to 10 years. (See Statistical Appendix Table 14).

Prior History of Dropping Out or School Suspension

While the basis for enrollment in the Operation Success Program was the classification of being at "high-risk" of dropping out, a sizable proportion of all enrollees, 37.1 percent, had actually left school at some point in their academic career. The proportion of enrollees who had actually dropped out was similar at all three schools: 33 percent at Erasmus, 36.8 percent at Columbus, and 41.7 percent at Seward.

A smaller but significant proportion of participants had been suspended from school during their high school career. Overall, 14.5 percent of the participants had been suspended with the largest number from Columbus High School's program, 105 students

or 22.9 percent of their enrollees. Erasmus had 83 such students, 12.6 percent of their program enrollment, and Seward 58 such students, 10.0 percent of program enrollment. (See Statistical Appendix Tables 15 & 16)

Participants' Prior Work Experience

Overall, 62.2 percent of Operation Success participants had held a job. Similar proportions of participants from Erasmus and Columbus had previous work experience, 76.8 percent at Erasmus and 73.2 percent at Columbus. In contrast, the majority of Seward participants had no prior work experience with only 37.1 percent having held a job. (See Statistical Appendix Table 17).

PARENT AND HOUSEHOLD CHARACTERISTICS*

While data concerning the characteristics of households and parents of Operation Success participants is not definitive, there is evidence that participants can be to some degree considered socio-economically disadvantaged. This is shown in the information gathered on household income, educational attainment of parents and other similar characteristics.

Annual Family Income of Participants' Parents

The largest proportion of participants' households, 43.5 percent, had an annual income between \$4,000 and \$8,000. For Erasmus participants this was by far the largest family income category. Of all participants' families at Erasmus, 79.8 percent had an annual income between \$4,000 and \$8,000, with only 8.9 percent from households whose annual income exceeded \$8,000. The majority of participants, 52.1 percent, from Seward Park's program also came from households whose income was under \$8,000. Over one fourth, 26.5 percent, of Seward's participants' families had an annual income between \$4,000 and \$8,000, and strikingly as many as 25.6 percent of Seward's participants' households had an annual income under \$4,000.

In sharp contrast, Columbus High School's participant household income was distributed across all income classifications with 33.0 percent of enrollees from households with annual incomes in

*Data was compiled by the Center through the use of "Family Profile" forms developed for and completed by participants' families.

excess of \$16,000, 33.0 percent from households with annual incomes between \$8,000 and \$16,000 and 34.0 percent of households with annual income of less than \$8,000.

Employment Status of Participants' Families

Many participants came from households where either or both parents were experiencing unemployment. Over one fourth, or 27.2 percent, of all parents indicated (at the time that they completed family profile data) that they were unemployed. Some number of these parents may not have been job seekers. Twenty-one and one half percent (20.5 percent) of the parents indicated that they had never worked, while 22.5 percent currently held a full time job and 25.3 percent held a part-time job.

Among the three target schools the highest incidence of parents indicating that they were unemployed was at Erasmus, 38.3 percent. At Seward 25.9 percent of the participants' parents were not working, while 15.6 percent of the participants' parents at Columbus indicated that they were unemployed. (See Statistical Appendix Tables 18, 19, 19A, 19B, & 19C).

Educational Attainment of Participants' Parents

Only 32.8 percent of the participants' parents indicated that they had completed high school or a vocational education program. Of these, 8.5 percent attended college but only 1.8 percent received a college degree. An additional 20.6 percent had attended high school or vocational school without obtaining a diploma or certificate of completion. Columbus participants' parents had the

highest level of educational attainment with 39.2 percent having at least a high school diploma or equivalent. Only 31.8 percent of Erasmus participants' parents and 28.3 percent of Seward's participants' parents had at least a high school diploma or equivalent.

Educational attainment of participants mothers was generally higher than that of fathers; 41.8 percent of participants mothers had at least a high school diploma or equivalent in contrast with only 23.8 percent of the fathers. (See Statistical Appendix Tables 20, 20A, 20B, & 20C).

Household Size

The largest group of participants served, 80.8 percent, has between 3 to 6 persons living in their households. By far the largest single category was the 4 person households.

Generally, comparing the three high schools, there was not a highly significant difference in sizes of households - except that in the case of Columbus there was larger representation of 3 person households. (See Statistical Appendix Table 21).

Public Assistance

Nearly half of all the participants' families, 46.1 percent, receive public assistance. The largest proportion of these families, 57.4 percent, were enrolled in the Operation Success Program at Seward Park High School. Erasmus High School's program had the second largest percentage of families receiving public assistance, 46.1 percent. Columbus High School's program had the smallest number of families in this category, 34.1 percent. (See Statistical Appendix Table 22).

Single Parent Households

About a third of all program participants, 31.1 percent, live in households with both parents present. More than half, 54.9 percent, of the participants from Columbus High School's program were from households with both parents present, while at Erasmus only 20.0 percent of the students lived in such households and at Seward only 24.9 percent.

The overwhelming majority of students living in single parent households were from households with only the mother present, 83.0 percent. The highest proportion of students from single parent households with only the mother present was at Seward Park's program, 90.2 percent. At Erasmus, female headed single parent households accounted for 77.5 percent of their single parent households.

Overall, the proportion of single parent households of Columbus High School's participants, which was 45.1 percent, was substantially lower than the participants' families in the other two schools. The proportion of single parent families with only the mother present, however, which was 81.6 percent, was somewhat higher than the proportion at Erasmus. (See Statistical Appendix Table 23).

ATTENDANCE IMPACT ON PARTICIPATING HIGH SCHOOLS

The demonstrated ability of the Operation Success Program to bring back and retain dropouts and students who are at "high-risk" of dropping out has proven to have a dramatic impact on the attendance rates of each target high school.

Prior to the inception of Operation Success, Erasmus Hall, Seward Park and Columbus High Schools had a combined average daily attendance rate of 75.9 percent. After the first year of this program's activity, this attendance average rose to 79.5 percent, an increase of nearly 4 percent, a striking improvement over the previous academic year's rate of change. During the last academic year prior to the sponsorship of the Operation Success Program (from 1980-1981 to 1981-1982), the three target high schools had a decrease in their average daily attendance rate of 2.0 percent. (See Tables A & B).

By individual high school, our findings specifically revealed that during the 1981-1982 academic year, prior to the inception of Operation Success, Erasmus Hall High School had an average daily attendance rate of 75.4 percent. After the initiation of Operation Success in September of 1982, the attendance of the 1982-1983 academic year rose to 79.1 percent, an increase of 3.7 percent. (See Tables A & B and Statistical Appendix Table 27).

Columbus High School's daily rate of attendance rose from 74.5 percent during the academic year prior to the inception of Operation Success to 79.8 percent after the inception of Operation Success, an attendance rate increase of 5.3 percent. (See Tables A & B and Statistical Appendix Table 28).

In the 1981-1982 academic year, prior to the inception of Operation Success, Seward Park High School had an average daily attendance rate of 77.9 percent. After the first year of program activity, the school's average daily attendance rate rose to 79.7 percent, an increase of 1.8 percent. (See Tables A & B and Statistical Appendix Table 29).

The significance of these increases and the correlation between these improvements and the program's sponsorship are further illustrated when the attendance percentages of these target high schools are compared with the attendance rates of other New York City academic and vocational high schools, on a city-wide and a borough-wide district basis.

Erasmus High School's attendance rate increase of 3.7 percent after the inception of Operation Success is 2.3 percent higher than the overall attendance rate increase of all New York City Academic and Vocational High Schools, which is 1.4 percent, and 1.5 percent higher than the rate of all Brooklyn District High Schools combined, which is 2.2 percent. (See Table C and Statistical Appendix Tables 24 & 27).

The 5.3 percent attendance rate increase Columbus High School experienced, after the inception of the Operation Success Program, is 3.9 percent higher than the overall attendance rate increase of all New York City Academic and Vocational High Schools, 1.4 percent, and 2.4 percent higher than the attendance rate of all Brooklyn "District" High Schools combined, which is 2.2 percent. (See Table C and Statistical Appendix Tables 25 & 28).

The 1.8 percent attendance rate increase of Seward Park High

School, after the inception of the Operation Success Program, is marginally higher (0.4 percent) than the overall attendance rate increase of all New York City Academic and Vocational High Schools and slightly lower (0.4 percent) than the attendance rate increase of all Manhattan 'District' High Schools, which is 2.2 percent. (see Table C and Statistical Appendix Tables 26 & 29).

Even though the attendance rate increase of Seward Park High School is smaller than the increase of the other two target high schools, as well as lower in comparison with the rates of other 'District' and city-wide New York City high schools, this increase is significant because this increase is a reflection of the Operation Success Program's effectiveness in recapturing 90 percent of this school's dropouts and long term absentees.

Out of the three target high school programs, the Operation Success Program at Seward brought back the largest number of student dropouts in addition to other students at "high-risk" of dropping out. Since the attendance rate of any high school, even under the best of circumstances, will be affected by the return of former dropouts (if these students remain enrolled in school their average attendance rate is 55 to 65 percent), Seward Park's overall attendance rate gains are not as dramatic as those experienced in the other two target schools. During the 1982-1983 academic year, there were approximately 350 to 400 students that were likely not to be attending school at all if they were not involved in the Operation Success Program. This highly positive impact, however, did have an adverse impact on the schools'

attendance rate figures, since the inclusion of these students' attendance rates brought the overall rate down. In light of this situation, the overall attendance rate increase of 1.8 percent is clearly outstanding.

TABLE A

ATTENDANCE RATE CHANGE DURING ACADEMIC YEAR PRIOR TO THE O.S.* PROGRAM

3 TARGET HIGH SCHOOLS

ACADEMIC YEARS

1980-1981 AND 1981-1982

<u>HIGH SCHOOL</u>	<u>1980-1981 ATTENDANCE RATE **</u>	<u>1981-1982 ATTENDANCE RATE **</u>	<u>CHANGE ATTENDANCE RATE **</u>
Erasmus	77.4	75.4	- 2.0
Columbus	78.3	74.5	- 3.8
Seward	78.1	77.9	- 0.2
TARGET SCHOOLS SUBTOTAL	77.9	75.9	- 2.0

* Operation Success

** Including LTA's

TABLE B

ATTENDANCE RATE CHANGE AFTER THE INCEPTION OF O.S.* PROGRAM

3 TARGET HIGH SCHOOLS

ACADEMIC YEARS

1981-1982 AND 1982-1983

<u>HIGH SCHOOL</u>	<u>1981-1982 ATTENDANCE RATE **</u>	<u>1982-1983 ATTENDANCE RATE **</u>	<u>CHANGE ATTENDANCE RATE **</u>
Erasmus	75.4	79.1	+ 3.7
Columbus	74.5	79.8	+ 5.3
Seward	77.9	79.7	+ 1.8
TARGET SCHOOLS SUBTOTAL	75.9	79.5	+ 3.6

* Operation Success

** Including LTA's

TABLE C

ATTENDANCE RATES OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

■ ACADEMIC YEARS

1981-1982 AND 1982-1983

ALL DISTRICTS

<u>HIGH SCHOOL DISTRICT</u>	<u>1981-1982 ATTENDANCE RATE *</u>	<u>1982-1983 ATTENDANCE RATE *</u>	<u>CHANGE ATTENDANCE RATE*</u>
Basis**	77.9	75.6	- 2.3
Bronx	74.2	77.1	+ 2.9
Brooklyn	76.8	79.6	+ 2.8
Manhattan	77.7	79.9	+ 2.2
Queens	81.9	83.4	+ 1.5
CITY-WIDE ACADEMIC & VOCATIONAL HIGH SCHOOLS SUBTOTAL	77.7	79.1	+ 1.4

*Including LTA's

**Basis is a NYC Board of Education high school district which includes 13 academic and vocational high schools located in Brooklyn and 6 located in Staten Island. This district has its own superintendent as all other borough-wide high school districts.

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

ENROLLMENT IMPACT ON PARTICIPATING HIGH SCHOOLS

The Operation Success Program has had a profound impact on the enrollment registers of each participating high school. This is another impact related directly to the program's ability to recapture and retain so many of these high schools' dropouts and long term absentees.

ERASMUS

Erasmus High School has been experiencing a serious enrollment decline over the past several years. Before the Operation Success Program began its first year at Erasmus, this school was commonly referred to as the "School of Last Choice." This was specifically because students living in specified neighborhoods in Brooklyn have the option of selecting a high school from among several. The most academically gifted chose to attend other high schools, while a number of other students who initially attended Erasmus eventually chose to attend another school because they did not want to attend Erasmus in the first place.

Students stated that this reluctance to attend Erasmus High School was because "the school did not meet their needs . . . classes were boring, teachers did not understand their problems." Others expressed that they were frightened to attend Erasmus because of the school's environment or because they believed that there were too many disruptive or "trouble-maker" types enrolled - who would impede their learning.

The socio-economic problems of Erasmus Hall High School (a Title I* school), were further hampered by the lack of parent involvement or advocacy there.

During the last three academic years, prior to the inception of Operation Success (1981-1982, 1980-1981, and 1979-1980), the enrollment register of Erasmus Hall High School had decreased by 1,042 students. The year prior to the inception of Operation Success, Erasmus enrolled 348 fewer students in addition to the average loss of 347 students during the other two previous academic years.

During only the first year of the Operation Success Program at Erasmus Hall High School, not only has the enrollment register of this school ceased to decline but, strikingly, the average daily enrollment register has been increased by 107 students. (See Tables D & E). It is important to note that according to comments made by Erasmus Hall High School staff, the placement of a new principal was also particularly important with regard to this improvement. Mr. Stanley Saretsky, who started in September of 1981, created an atmosphere in which Operation Success was able to function.

The significance of this enrollment increase is even more profound when the enrollment experiences of this high school's district (Brooklyn), as well as the overall enrollment of all New York City high schools during the 1982-1983 academic year are compared.

*Title I, A school is eligible to receive additional education services under Title I of the Federal Elementary and Secondary Education Act (FSEA) if its percentage of low income household pupils is equal to or greater than the city-wide percentage of low income household pupils.

During the 1982-1983 academic school year, the enrollment register of Brooklyn (Erasmus High School's Board of Education District) decreased by an additional 7,137 students, or by an average decline of 357 students per school. The overall enrollment register of all New York City Academic and Vocational High Schools also decreased by 27,098 students during the 1982-1983 academic year (a rate of approximately 242 fewer students per school). (See Table F and Statistical Appendix Table 30).

COLUMBUS

The enrollment situation at each of the target high schools is very different. Columbus High School, for example, has never had the problem of being a "school of last choice." In fact, Columbus High School has been viewed by many as a school of high academic standards, with 95 percent of its graduates going on to further education. The school is located in a lower to upper middle class neighborhood, which is also very interested and supportive of this school.

Despite this, Columbus had 542 dropouts during the 1981-1982 academic year and many others considered to be potentially "at high-risk" of dropping out.

Columbus High School has also been dealing with the issue of an enrollment decline. However, Columbus is not really faced with an enrollment "problem" in the traditional sense. The school is among the few voluntarily integrated high schools of the public school system. This school has worked with the central Board of Education and the Bureau of Integration to establish an open enrollment policy that would permit a balance of white and non-white youngsters.

During the 1981-82 academic year, the year prior to the inception of the Operation Success Program, Columbus High School's enrollment decreased by over 300 students, or nearly 10 percent (9.8%) of its previous year's enrollment register. After the inception of the Operation Success Program, the decline in student enrollment was less severe. Enrollment had only decreased by 77 students, compared with a decline of 320 students in the previous year. This was primarily a result of the program's ability to recapture and retain a good portion of Columbus High School's dropout and excessively absent white student population. Over 50 percent of the students served by the program at Columbus High School in the first year were white students, students who were former dropouts or considered potentially "at high-risk" of dropping out.

The importance of this lower decline in student enrollment is dramatized when this school's experience during the 1982-1983 academic year (the first year of the Operation Success Program at Columbus) is compared to this high school's district of the Bronx, whose enrollment decreased by 1,645 students or approximately 91 students per school. (See Tables D, E, & F and Statistical Appendix Table 31).

SEWARD

Seward Park High School is operating at 140 percent of its capacity and, unlike other schools, operates an annex. During the 1982-1983 semester the total enrollment register was 4,043 students.

The average enrollment register of other NYC high schools in the district of Manhattan was 2,000. This means that Seward Park High School had almost 2,000 more students than the average of the other Manhattan District High Schools, including many with on-going enrollment declines.

Seward, which is also Title I designated, is recognized as a well run school. While this school admits that it has its problems, it maintains good quality standards in terms of its students' academic achievements. Seward has a very large Asian and Hispanic population in addition to a combination of other black and white students. The Asian population is predominantly made up of recent immigrants whose parents speak a variety of languages since they come from many different areas of the Far East. The Hispanic population is predominantly poor. Large numbers of the parents and many of the dropouts and the high school youths do not speak English. Many of these youths have child-care responsibilities, are ashamed of their lack of clothing and are burdened with adult responsibilities.

During the academic year prior to the inception of the Operation Success Program, Seward Park's enrollment register decreased by 183 students. However, an enrollment decrease would not present a problem for Seward since there is, and has been, such a shortage of space at Seward. As noted above, this school operates at 140 percent of its capacity. After the first year of the Operation Success Program (1982-1983), the enrollment register increased by 63

students. In an unusual way, this situation did create a problem for this school, because the Operation Success Program brought back students for whom there really was no room.

Since many of the students that returned to school were in the GED (General Equivalency Diploma Candidates) category, FECS offered Seward a potential solution to this problem. The solution, which was implemented, was to have an off-site GED class at FECS. This arrangement answered the problem of space, allowed more students to return to Seward, and at the same time, facilitated the coordinated program activity of Skills Training. The first year of this off-site arrangement worked out very well for Seward Park High School, the FECS on-site staff and most especially for the participating students.

In addition to the positive feedback students expressed concerning this arrangement, i.e., "I felt honored to have been chosen for this special project", "Going downtown made me feel really grown-up", etc., 93 percent of the students that participated in this special arrangement successfully completed high school by passing the GED exam. Fifty-four percent of these students were dropouts that the Operation Success Program brought back to school and 46 percent were students formerly categorized as long term absentees. The 7 percent who did not pass this exam have already re-enrolled in the class to retake the exam. (See Tables 4, 5 & 6 and Statistical Appendix Table 32).

TABLE D

ENROLLMENT REGISTERS DURING ACADEMIC YEAR PRIOR TO THE O.S.* PROGRAM

TARGET HIGH SCHOOLS

ACADEMIC YEARS

1980-1981 AND 1981-1982

<u>HIGH SCHOOL</u>	<u>1980-1981</u> <u>GROSS</u> <u>REGISTER</u>	<u>1981-1982</u> <u>GROSS</u> <u>REGISTER</u>	<u>CHANGE</u> <u>GROSS</u> <u>REGISTER</u>
Erasmus	3,234	2,886	- 348
Columbus	3,049	2,739	- 310
Seward	3,896	3,713	- 183
TARGET SCHOOLS SUBTOTAL	10,179	9,338	- 841

* Operation Success

Source: Based on data from NYC Board of Education
High School Gross Enrollment Registers for
Academic Years 1980-1981 and 1981-1982.

TABLE E

ENROLLMENT REGISTER CHANGE AFTER THE INCEPTION OF O.S.* PROGRAM

TARGET HIGH SCHOOLS

ACADEMIC YEARS

1981-1982 AND 1982-1983

<u>HIGH SCHOOL</u>	<u>1981-1982 GROSS REGISTER</u>	<u>1982-1983 GROSS REGISTER</u>	<u>CHANGE GROSS REGISTER</u>
Erasmus	2,886	2,993	+ 107
Columbus	2,739	2,662	- 77
Seward	3,713	3,776	+ 63
TARGET SCHOOLS SUBTOTAL	9,338	9,431	+ 93

* Operation Success

Source: Based on data from NYC Board of Education
High School Gross Enrollment Registers for
Academic Years 1981-1982 and 1982-1983.

TABLE F

ENROLLMENT REGISTERS OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

ACADEMIC YEARS

1981-1982 AND 1982-1983

ALL DISTRICTS

<u>HIGH SCHOOL DISTRICT</u>	<u>1981-1982 GROSS REGISTER</u>	<u>1982-1983 GROSS REGISTER</u>	<u>CHANGE GROSS REGISTER</u>
Basis*	49,742	32,312	- 17,430
Bronx	47,638	45,993	- 1,645
Brooklyn	53,633	46,496	- 7,137
Manhattan	44,020	41,640	- 2,380
Queens	61,517	63,011	+ 1,494
CITY-WIDE ACADEMIC & VOCATIONAL HIGH SCHOOLS SUBTOTAL	256,550	229,452	-27,098

*Basis is a NYC Board of Education high school district which includes 13 academic and vocational high schools located in Brooklyn and 6 located in Staten Island. This district has its own superintendent as all other borough-wide high school districts.

Source: Based on data from NYC Board of Education High School Gross Enrollment Register for Academic Years 1981-1982 and 1982-1983.

IMPACT ON STUDENT ATTITUDES TOWARDS SCHOOL - PRE AND POST

One of the measurement instruments used to evaluate the program's impact on participating students was the "attitude survey." This survey is a brief multiple choice questionnaire designed to ascertain student's attitudes about school before and after they participate in the Operation Success Program. During the initial intake interview all new students were asked to complete a pre-attitude survey form. Approximately six months after these students participated in the program, a post-attitude survey was completed by these same individuals. The questions of both the pre and post-attitude survey are the same except for the fact that questions on the pre-attitude survey are phrased in the past tense, (i.e. I used to attend school . . .? a) all the time, b) some of the time, c) rarely), and the questions on the post-attitude survey are phrased in the present tense, (i.e. I now attend school . . .? a) all the time, b) some of the time, c) rarely).

A total of 1,440 students completed both a pre and post-attitude survey. This total includes 105 students who originally enrolled in Operation Success during the summer developmental program in August 1982, and 1,335 students who originally enrolled in the program during the academic school year 1982-1983. The post attitude survey was administered to all participants during the fall or spring semester of the academic school year. To ascertain whether or not the responses of the students that enrolled during the summer differed from the responses

of students that enrolled during the school year, both groups of student responses were tabulated and analyzed separately as well as aggregately.

Findings

Extremely encouraging and positive changes in attitude were found among the academic year program participants of Operation Success. Among those who were summer program participants even more strikingly positive changes in attitudes were revealed. Outlined on the next page are the highlights of all program participants' attitude changes (summer and academic year participants) with the particular attitude changes of summer participants following.

(See Table G and Statistical Appendix Tables 33 & 34).

HIGHLIGHTS OF ATTITUDE SURVEY FINDINGS

ALL PROGRAM PARTICIPANTS

- ... Prior to enrollment in Operation Success fewer than 1 in 3 students went to school all the time. As a result of participation in the program more than twice as many or nearly 2 in 3 students indicated that they now attend school regularly.
- ... Among program participants, class attendance more than doubled with over two thirds of the students indicating that they now attend classes regularly.
- ... Nearly twice as many students indicated strong positive feelings towards their school after participating in Operation Success. Prior to their participation, fewer than one third indicated that they liked their school "a lot" while more than one half had this attitude after participating in Operation Success.
- ... There was a significant change in participants' attitudes with regard to a motivating factor to attend school. Prior to their enrollment in Operation Success more than 2 out of 5 students indicated that they attended school to "hang out with their friends." After participation only 1 in 7 students gave this as a reason for attending school.
- ... Before participation in Operation Success only 3 in 5 students indicated that school prepared them for a future career. After participation nearly 6 out of 7 students stated that what they learned in school prepared them for a career.
- ... Prior to enrollment in Operation Success only half of the students felt that they belonged in school. After participation in the program an additional one third of the students indicated a change in attitude and felt that they belonged in school.
- ... Program participants indicated a striking change in attitude concerning their teachers. Before participation in Operation Success only one half of the students felt that teachers usually had time to help them with their work. After participation more than 5 out of 6 students had this positive perception of their teachers' willingness to help.

... Fewer than 4 out of 5 of the newly enrolled students indicated that they usually tried to do their best in school. After participating in the Operation Success Program better than 9 out of every 10 students indicated that they try to do their best in school.

... Before participating in Operation Success only one third of the students indicated that they did their homework "all the time." After program participation three quarters of the students, more than twice as many, said that they do their homework "all the time."

... The change in student attitudes was also reflected in the students' perception of how their parents felt about the school that the students attended. Prior to enrollment in Operation Success less than half of the students felt that their parents liked the school which they attended, while after participation two thirds of the students felt that their parents liked the school that the students attended.

Summer Program Participants Attitude Changes

The result of the attitude survey previously revealed describes the responses of all* program participants during the 1982-1983 pilot year. While these results are very encouraging, students who participated in the summer program (conducted in August of 1982) in addition to the academic school year activities, achieved even more dramatic results in terms of improved attitude and attendance patterns. Significant differences in the responses of this group are highlighted separately in the pages that follow.

*All program participants include students who participated in the summer program, as well as those who began during the 1982-1983 academic year.

SUMMER PROGRAM PARTICIPANTS

- ... Prior to enrollment in the summer program only 1 out of 4 of the students indicated that they attended school regularly. After participation virtually all of the students indicated that they attend school regularly. This was an even greater change in behavior than that achieved among academic year participants.
- ... Additional evidence of the effectiveness of the summer program is indicated by the response concerning reasons for attending school. Two out of 5 of the summer students originally said that "hanging out with friends" was a primary reason for attending school whereas after participation no student gave this as a reason for attending school. Virtually all of the students who participated in the summer program stated that their reason for attendance in school was to learn.
- ... Other favorable attitude changes among summer participants were revealed in the response concerning "trying to do their best in school." Prior to participation only two thirds of the students said that they tried to do their best in school, while afterwards all of the students gave this response.
- ... About 2 out of 5 students originally indicated that teachers usually had time to help them with their work compared with 19 out of 20 after participation in the summer program.
- ... Most importantly, more than 9 out of every 10 students who participated in the summer program felt that school prepared them for a future career. Only 3 out of 5 students originally held this opinion.
- ... Summer program students had a highly improved attitude towards doing their homework. All but 4 percent of such students indicated that they always do their homework compared to less than one third who did homework regularly prior to participation.

(See Tables)

TABLE G
 OPERATION SUCCESS
RESULTS OF ATTITUDE SURVEY - PRE AND POST
 ALL PROGRAM PARTICIPANTS
 1982 - 1983

ATTITUDES TOWARDS SCHOOL

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
1.	I <u>liked</u> the school I last attended	I <u>like</u> school	
a) a lot	28.9%	50.3%	+ 21.4%
b) a little	50.9%	37.6%	- 13.3%
c) not at all	18.9%	12.1%	- 6.8%
* don't know	0.3%	0.0%	- 0.3%
2.	I <u>went</u> to school	I <u>go</u> to school	<u>CHANGE</u>
a) all the time	31.2%	64.2%	+ 33.0%
b) once in a while	44.2%	30.5%	- 13.7%
c) rarely absent	24.4%	5.3%	- 19.1%
3.	I <u>went</u> to classes	I <u>go</u> to classes	<u>CHANGE</u>
a) all of the time	29.4%	67.8%	+ 38.4%
b) sometimes	54.6%	30.1%	- 24.5%
c) never	16.0%	2.1%	- 13.9%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

1982 - 1983

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
4.	I <u>went</u> to school to learn	I <u>go</u> to school to learn	
a) yes	92.0%	94.7%	+ 2.7%
b) no	8.0%	4.9%	- 3.1%
* don't know	0.0%	0.3%	+ 0.3%
5.	I <u>went</u> to school because my parents forced me	I <u>go</u> to school because my parents force me	<u>CHANGE</u>
a) yes	23.3%	21.0%	- 2.3%
b) no	76.2%	78.1%	+ 1.9%
* don't know	0.5%	0.8%	+ 0.3%
6.	I <u>went</u> to school to hang out with my friends	I <u>go</u> to school to hang out with my friends	<u>CHANGE</u>
a) yes	42.4%	13.0%	- 29.4%
b) no	57.2%	84.7%	+ 27.5%
* don't know	0.4%	2.4%	+ 2.0%
7.	The mood in the school <u>made</u> me nervous	The mood in the school <u>makes</u> me nervous	<u>CHANGE</u>
a) yes, all the time	4.2%	15.7%	+ 11.5%
b) sometimes	46.6%	37.3%	- 9.3%
c) never	48.5%	46.5%	- 2.0%
* don't know	0.8%	0.5%	- 0.3%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

1982 - 1983

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
8.	I <u>felt</u> safe at school	I <u>feel</u> safe at school	
a) yes	64.8%	82.4%	+ 17.6%
b) no	33.9%	14.7%	- 19.2%
c) don't know	1.3%	2.9%	+ 1.6%
9.	The mood in the school <u>was</u> relaxed	The mood in the school <u>is</u> relaxed	<u>CHANGE</u>
a) yes	52.1%	82.9%	+ 30.8%
b) no	46.0%	14.3%	- 31.7%
c) don't know	1.9%	2.8%	+ 0.9%
10.	You <u>could</u> get away with anything at school	You <u>can</u> get away with anything at school	<u>CHANGE</u>
a) yes	22.3%	20.6%	- 1.7%
b) no	77.4%	78.9%	+ 1.4%
* don't know	0.3%	0.6%	+ 0.3%
11.	The work at the school <u>was</u>	The work at the school <u>is</u>	<u>CHANGE</u>
a) hard	17.0%	15.7%	- 1.3%
b) easy	19.4%	13.6%	- 5.8%
c) about right/fair	63.6%	70.7%	+ 7.1%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

1982 - 1983

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
12.	Teachers in school <u>were</u>	Teachers in school <u>are</u>	
a) easy to understand	48.9%	68.1%	+ 19.2%
b) hard to understand	27.0%	15.1%	- 11.9%
c) I don't know	24.1%	16.8%	- 7.3%
13.	My parents <u>liked</u> the school I attended	My parents <u>like</u> the school I attend	<u>CHANGE</u>
a) yes	48.5%	66.5%	+ 18.0%
b) no	22.6%	16.3%	- 6.3%
c) I don't know	28.9%	17.2%	- 11.7%
14.	Most of the students <u>obeyed</u> the rules	Most of the students <u>obey</u> the rules	<u>CHANGE</u>
a) all the time	8.3%	28.3%	+ 20.0%
b) sometimes	75.9%	64.6%	- 11.3%
c) never	15.2%	6.9%	- 8.3%
* don't know	0.6%	0.2%	- 0.4%
15.	I <u>tried</u> to do my best in school	I <u>try</u> to do my best in school	<u>CHANGE</u>
a) yes	79.9%	93.2%	+ 13.3%
b) no	19.8%	6.8%	- 13.0%
* don't know	0.3%	0.0%	- 0.3%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

1982 - 1983

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
16.	I really <u>felt</u> like I belonged in school	I really <u>feel</u> like I belong in school	
a) yes	54.2%	84.5%	+ 30.3
b) no	44.6%	15.5%	- 29.1%
c) don't know	1.3%	0.0%	- 1.3%
17.	There <u>were</u> too many students in my classes	There <u>are</u> too many students in my classes	<u>CHANGE</u>
a) yes	30.4%	26.2%	- 4.2%
b) no	68.8%	71.8%	+ 3.0%
* don't know	0.8%	2.0%	+ 1.2%
18.	My teachers usually <u>had</u> time to help me with my work	My teachers usually <u>have</u> time to help me with my work	<u>CHANGE</u>
a) yes	51.7%	86.3%	+ 34.6%
b) no	44.9%	13.0%	- 31.9%
* don't know	3.4%	0.8%	- 2.6%
19.	I will be able to use what I <u>learned</u> in school for a future career	I will be able to use what I <u>learn</u> in school for a future career	<u>CHANGE</u>
a) yes	59.8%	84.7%	+ 24.9%
b) no	37.9%	14.5%	- 23.4%
* don't know	2.3%	0.8%	- 1.5%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

1982 - 1983

	<u>PRE</u>	<u>POST</u>	
20.	I <u>did</u> my homework	I <u>do</u> my homework	<u>CHANGE</u>
a) always	36.4%	75.7%	+ 39.3%
b) sometimes	48.7%	21.7%	- 27.0%
c) never	14.7%	2.4%	- 12.3%
* don't know	0.2%	0.2%	0.0%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

TABLE H
OPERATION SUCCESS
RESULTS OF ATTITUDE SURVEY - PRE AND POST
SUMMER PROGRAM PARTICIPANTS
AUGUST 1982

ATTITUDES TOWARDS SCHOOL

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
1.	I <u>liked</u> the school I last attended	I <u>like</u> school	
a) a lot	29.5%	74.3%	+ 44.8%
b) a little	38.1%	22.9%	- 15.2%
c) not at all	32.4%	2.9%	- 29.5%
* don't know	0.0%	0.0%	0.0%
2.	I <u>went</u> to school	I <u>go</u> to school	<u>CHANGE</u>
a) all the time	25.7%	99.0%	+ 73.3%
b) once in a while	41.9%	1.0%	- 40.9%
c) rarely absent	32.4%	0.0%	- 32.4%
3.	I <u>went</u> to classes	I <u>go</u> to classes	<u>CHANGE</u>
a) all of the time	27.6%	96.2%	+ 68.6%
b) sometimes	66.7%	3.8%	- 62.9%
c) never	5.7%	0.0%	- 5.7%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

SUMMER 1982

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
4.	I <u>went</u> to school to learn	I <u>go</u> to school to learn	
a) yes	88.6%	98.1%	+ 9.5%
b) no	11.4%	1.9%	- 9.5%
* don't know	0.0%	0.0%	0.0%
5.	I <u>went</u> to school because my parents forced me	I <u>go</u> to school because my parents force me	<u>CHANGE</u>
a) yes	27.6%	1.9%	- 25.7%
b) no	72.4%	98.1%	+ 25.7%
* don't know	0.0%	0.0%	0.0%
6.	I <u>went</u> to school to hang out with my friends	I <u>go</u> to school to hang out with my friends	<u>CHANGE</u>
a) yes	41.9%	0.0%	- 41.9%
b) no	55.2%	100.0%	+ 44.8%
* don't know	2.9%	0.0%	- 2.9%
7.	The mood in the school <u>made</u> me nervous	The mood in the school <u>makes</u> me nervous	<u>CHANGE</u>
a) yes, all the time	7.6%	1.9%	- 5.7%
b) sometimes	40.0%	21.9%	- 18.1%
c) never	52.4%	76.2%	+ 23.8%
* don't know	0.0%	0.0%	0.0%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

SUMMER 1982

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
8.	I <u>felt</u> safe at school	I <u>feel</u> safe at school	
a) yes	58.1%	55.2%	- 2.9%
b) no	40.0%	13.3%	- 26.7%
c) don't know	1.9%	31.4%	+ 29.5%
9.	The mood in the school <u>was</u> relaxed	The mood in the school <u>is</u> relaxed	<u>CHANGE</u>
a) yes	35.2%	50.5%	+ 15.3%
b) no	61.9%	20.0%	- 41.9%
c) don't know	2.9%	29.5%	+ 26.6%
10.	You <u>could</u> get away with anything at school	You <u>can</u> get away with anything at school	<u>CHANGE</u>
a) yes	26.7%	17.1%	- 9.6%
b) no	73.3%	82.9%	+ 9.6%
* don't know	0.0%	0.0%	0.0%
11.	The work at the school <u>was</u>	The work at the school <u>is</u>	<u>CHANGE</u>
a) hard	9.5%	14.3%	+ 4.8%
b) easy	20.0%	14.3%	- 5.7%
c) about right/fair	70.4%	71.5%	+ 1.1%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

SUMMER 1982

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
12.	Teachers in school <u>were</u>	Teachers in school <u>are</u>	
a) easy to understand	32.4%	81.9%	+ 49.5%
b) hard to understand	36.2%	13.3%	- 22.9%
c) I don't know	31.4%	4.8%	- 26.6%
13.	My parents <u>liked</u> the school I attended	My parents <u>like</u> the school I attend	<u>CHANGE</u>
a) yes	36.2%	81.0%	+ 44.8%
b) no	31.4%	1.9%	- 29.5%
c) I don't know	32.4%	17.1%	- 15.3%
14.	Most of the students <u>obeyed</u> the rules	Most of the students <u>obey</u> the rules	<u>CHANGE</u>
a) all the time	2.9%	77.1%	+ 74.2%
b) sometimes	72.4%	20.0%	- 52.4%
c) never	23.8%	1.0%	- 22.8%
* don't know	0.9%	1.9%	+ 1.0%
15.	I <u>tried</u> to do my best in school	I <u>try</u> to do my best in school	<u>CHANGE</u>
a) yes	69.5%	100.0%	+ 30.5%
b) no	28.6%	0.0%	- 28.6%
* don't know	1.9%	0.0%	- 1.9%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

SUMMER 1982

	<u>PRE</u>	<u>POST</u>	<u>CHANGE</u>
16.	I really <u>felt</u> like I belonged in school	I really <u>feel</u> like I belong in school	
a) yes	58.1%	94.3%	+ 36.2%
b) no	40.0%	4.8%	- 35.2%
c) don't know	1.9%	1.0%	- 0.9%
17.	There <u>were</u> too many students in my classes	There <u>are</u> too many students in my classes	<u>CHANGE</u>
a) yes	44.8%	12.4%	- 32.4%
b) no	54.3%	81.9%	+ 27.6%
* don't know	0.9%	5.7%	+ 4.8%
18.	My teachers usually <u>had</u> time to help me with my work	My teachers usually <u>have</u> time to help me with my work	<u>CHANGE</u>
a) yes	41.9%	96.2%	+ 54.3%
b) no	54.3%	1.9%	- 52.4%
* don't know	3.8%	1.9%	- 1.9%
19.	I will be able to use what I <u>learned</u> in school for a future career	I will be able to use what I <u>learn</u> in school for a future career	<u>CHANGE</u>
a) yes	60.9%	92.4%	+ 31.5%
b) no	34.3%	4.8%	- 29.5%
* don't know	4.8%	2.9%	- 1.9%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

ATTITUDES TOWARDS SCHOOL

SUMMER 1982

	<u>PRE</u>	<u>POST</u>	
20.	I <u>did</u> my homework	I <u>do</u> my homework	<u>CHANGE</u>
a) always	30.5%	96.2%	+ 65.7%
b) sometimes	59.1%	3.8%	- 55.3%
c) never	10.5%	0.0%	- 10.5%
* don't know	0.0%	0.0%	0.0%

* Student supplied response; not given as an alternative answer

Percentages may not add up to 100% due to rounding

STUDENT ASSESSMENT OF PROGRAM'S IMPACT

One of the most important measurements of the Operation Success Program's Impact was an assessment of the participating students' perception of the program. Student interviews were conducted on a one-to-one basis with the program's principal evaluator, Johanna Duncan, to get students' feelings and impressions of the program first hand. Program staff were specifically asked not to be present in these interviews to avoid biased statements on the part of participants.

Numerous interviews were conducted regularly throughout the first year's operation. Students for these interviews were randomly selected from each of the three target high school programs. The selection included both males and females, between 16 to 22 years of age, of various ethnicities.

The interview questions were open-ended (requiring more than a "yes" or "no" response) to encourage students to reply in their own words and to describe the reasons and/or process by which they acquired views.

Student interviews were held in a variety of locations away from the actual program area. Informal locations such as the student cafeteria, an empty classroom, McDonald's (the restaurant), the trades school, an unoccupied office, and a student's home were among the places chosen to provide a relaxed atmosphere in which students would feel free to speak openly. Most importantly, students were taken away from the immediate area of the program so they would not feel as though their comments would, in any way, affect their involvement in the program.

Before a student was asked any questions, the Center's evaluator spent some time informally conversing with the student to make the student feel comfortable. During this time, Ms. Duncan told the student why they were being interviewed, the role of these interviews in the evaluation process, the fact that their comments would be kept in the strictest confidence, the importance of providing honest feedback including both negative and positive responses, and so forth. These "warm-up type" of conversations proved to be very useful in these student interviews since students frequently had a lot of questions of their own about the program and why they were being interviewed. Even though the program coordinators usually informed the students of the same information before the interview, the students seemed to be more at ease once they heard it again from the interviewer and appeared to be more eager to speak openly about the program and their experience in it.

All students were asked the same basic questions about their participation in and impressions of the program. The basic format of questions were as follows:

1. How did you first learn about the Operation Success Program?
2. What was your school and class attendance like last year (or before enrolling in Operation Success)?
3. Did you intend to return to school in September when you were last in school?
4. What is your attendance like this year (or since you enrolled in the Operation Success Program)?

5. What are some of the program activities that you are involved in? How do you feel about them?
6. What is the GED class like? (This question directed only at students in the GED classes.)
7. What don't you like about the program?
8. Is there anything in particular that you like about the program?
9. How do you feel you are doing in school now?
10. How would you feel if the Operation Success Program left your school?
11. Would you recommend this program to a friend?
12. Has this program affected your future plans?

In addition to the attitude survey response measurement covered earlier in this report (in the "Impact on Student Attitudes" section), students' verbal assessment of the program was obtained through the many research interviews conducted during the program's first year. This information was incorporated into the overall measurement process for comparative analysis (comparing feedback to other evaluation information for "convergent" validity) and review.

A representative sample of the many interviews conducted during the program's first year are transcribed in the pages that follow. For the purposes of this report a brief summary of the interviewed student's background or situation at the time of their initial enrollment in the program is also provided. Background data has

been derived from interviewed students' individual Operation Success Program case files. Information contained in these files are obtained and recorded by the program's Case Managers. Case Managers generally obtain student information through personal interviews with students and their parents (or guardian) and school referral reports. Specific student characteristics identified and/or the general format of background information provided on students will therefore vary somewhat.

Following these brief descriptions are the responses students gave to interview questions posed by Johanna Duncan. To protect the confidentiality of the students interviewed, students will be only identified by a letter and the name of the "target" high school's Operation Success Program in which they are enrolled.

STUDENT A - Operation Success Program
Christopher Columbus High School

Background Information

Student A is a 17 year old, white female, who was referred to Operation Success on September 20, 1982, through her substance abuse counselor stationed within Columbus High School.

Student A, who had not earned a single high school credit after three years of enrollment at Christopher Columbus High School was discharged because of her truancy record. The substance abuse counselor reported that Student A had had a three to four year history of heavy alcohol and marijuana abuse, fighting, truancy and failure of courses.

Student A's parents are separated. Periodically, they attempt to reunite. Student A lives with her mother, older brother, and younger sister. The brother reportedly has frequent difficulty with the police, and the father is an alcoholic who is unemployed, receiving disability benefits. The family also receives public assistance.

During the intake interview, Student A reported that she had recently been in the hospital where she had been treated for viral meningitis. After producing a physician's note giving her permission to return to school, the case manager personally walked Student A

through the readmission process.

During the intake and readmission process, Student A cried frequently and became easily frustrated. She appeared to be generally depressed and exhibited a low self-image. Her physical appearance was casual and somewhat unkempt. Student A expressed a desire to return to school and attain her diploma but questioned her ability to do so.

Interview

Operation Success Student A - A.

J. Duncan - J.D.

J.D. "How did you first learn about the Operation Success Program?"

A. "Through my drug counselor at the school...I had just gotten out of the hospital and she told me that if I wanted to try and get back into school they (referring to the Operation Success Program) could help me."

J.D. "What was your school and class attendance like before you enrolled in Operation Success?"

A. "Well last year was just the pits. I mean I was cutting out of school and I was just doing all the wrong things...getting into trouble and things like that...and when I came into this program it kinda turned me around!"

J.D. "What is your attendance like this year, or since you enrolled in the Operation Success Program?"

A. "Well I would have to say only since I have been in this program, 'cause before...I was thrown out of school and I didn't really think I was going to ever be able to finish school...but now I have almost perfect attendance."

J.D. "What are some of the program activities that you are involved in and how do you feel about them?"

A. "Oh goodness, I am involved in everything!...Like I help out the program by doing art work and stuff for the program's bulletin boards, I take pictures for the program, I attend group sessions that they have on careers and stuff like that. What I especially like is my internship. It has taught me so many new things. I feel like...I don't know...like, I feel more important now...'cause before I used to think that nobody would ever want to hire me, but they (referring to internship placement site sponsors) even gave me a summer pay job there. I like everybody there and I think they think a lot of me, too! I mean between the people at the "Council" (referring to Bronx Council on the Arts - her internship site) and my friends here in Operation Success I feel like a new person. I really do!"

J.D. "How do you feel about the GED class?"

A. "Oh, it's pretty good. They take the time that you need to help you out. I am doing pretty good right now and I think that I will be able to pass the test...I mean there's one thing for sure, if I didn't have the help that they've been giving me I know I could have forgotten about ever getting a diploma."

J.D. "What don't you like about the program?"

A. "I like everything about the program! What's not to like?"

J.D. "Are you sure? Isn't there anything that you might like to see done differently in the program?"

A. "No! The only thing that I wish is that I could have gotten involved in something like this sooner. That's the only thing that I wish was different, but that has to do with me, not the program. The program is the best thing that ever happened to me and I can't see what they could do to make it better than it already is. Really!"

J.D. "Is there anything in particular that you especially like about the program?"

A. "The counselors, and I don't like the program...I love it! I really do. It has become like a second home to me - ask any of the counselors... they have totally turned me around. You see, you don't know about me...I mean how I was before. You look at me now and how good I am doing, but before they (Operation Success) got hold of me I was going nowhere but down!"

J.D. "You say that you're doing good. Does that mean that you are doing good in school? ... How are your grades?"

A. "Oh pretty good. I'm no genius but now that I go to school all the time I will be taking my GED exam pretty soon and I think I am going to pass it."

J.D. "What will you do if you do not pass this exam?"

A. "I'll keep on studying with my class and keep taking it until I do pass."

J.D. "Would you recommend this program to a friend?"

A. "Yes...right away, I already have told a lot of my friends about it and now they are getting a 'break' too!"

J.D. "Has this program affected your future plans?"

A. "Oh, yes...definitely... It has affected all of them since now I know I'm gonna have a future...I mean it's not that I'm saying that I wasn't nothin' before but it's just that... now I know I can be so much more! ... I am definitely going to continue with school when I leave here cause it's the only way. I really appreciate what they've done for me. It's more than you could believe...if it weren't for them I wouldn't be in school today and I sure wouldn't be working...but now I am going to get my diploma and then I want to get a college degree. I will still come back to this program even after I leave here, though. Even now, I like to help them out...you know in the groups that they have...I tell other kids about how much this

program can help people like me and I would want to keep on doing that cause they have done so much for me. I want other people, that don't know what to do, to know that there are people here in this program that will really do everything they can to help you out."

STUDENT B - Operation Success Program
Erasmus Hall High School

Background Information

Student B was enrolled in Operation Success through the Summer Outreach effort on July 14, 1982. She was specifically selected for the Operation Success Summer Program because she had discharged herself from Erasmus High School in March 1982, and indicated no intention of returning to school.

During the intake session, Student B reported that she was very upset with the teachers at Erasmus and unhappy in the school's dance program. Student B was reported as having "unrealistic" vocational and educational goals. Before signing herself out of school her attendance and punctuality was erratic.

Student B often spoke of her mother's disability (mother suffering from a chronic illness) and the strain of having to take care of domestic chores.

Student B enrolled in the summer program indicating an interest in the skills training but still not wanting to return to school.

Interview

Operation Success Student B - B.

J. Duncan - J.D.

J.D. "How did you first learn about the Operation Success Program?"

B. "Well, I had gotten some letters in the mail and my mother was saying that since I had dropped out of school and was just hangin' around, that we ought to check it out. So me and her (referring to her mother) came down here and we met Peggy (Peggy - Margaret Rivers, Operation Success Outreach Coordinator). My mother liked Peggy and I dug Peggy and what she was saying, so I said, Yeah...You know, I'll give it a try, but I told them that if I didn't like it I wasn't going back (to school). I tried it and I liked it. I really liked it! So, then I said I've got to stay, I really have to stay!!!"

J.D. "What is your attendance like this year, or since you enrolled in the Operation Success Program?"

B. "My attendance is great and as long as I am in Operation Success it will be the same way."

J.D. "Really ... What is it? ... What makes you feel confident about that?"

B. "It's the motivation! ... I am totally motivated!!! And I can't stop here! Last year, in school, if there were certain classes I didn't like I just didn't go to school. I would just cut school altogether. I used to be outside all the time! But now ... I only got 4 classes, they're boring but I know that after the 4 classes I'm gonna have some fun when I go down to 14th Street (referring to the training center). So it's worth it."

J.D. "When you left school last March, did you intend to return to school eventually?"

B. "Before the summer program, I wasn't thinking about coming back to Erasmus, NOT AT ALL!"

I mean it was the last thing from my mind, you know. I had even told my mother that I wasn't going back to that school...but then Rena (Rena Feldman - Operation Success Case Manager) and them...they got me to understand, 'You got to give out something in this world!!!' ... and I well, I can just say I know now. 'Cause my mother, she told me certain things but, you know how it is...your mother is the last one you listen to and now really I know that she was right all along."

J.D. "What type of program activities are you involved in?"

B. "Well, they have me down at the business school, and I type and work on business machines and stuff like that. They're just teaching me right now and so far they say I'm doing great work and I think I'm doing rather well, typing 22 words a minute ... without looking that is ..."

J.D. "What don't you like about the program?"

B. "I like everything about it! The counselors, I love the counselors, Mel, Peggy, Rena, Tony, (Mel Betty - Operation Success Coordinator, Peggy Rivers - Outreach Coordinator, and Tony Dias - Case Manager) all of them!"

J.D. "Really, what was it that you liked about them?"

B. "They sit down and talk to you! You know ... they don't treat me like I'm a child! They treat me like I'm an adult...like I have some sense, which, I do hopefully have... You know, the counselors in school, they like look down on you and really don't act as if they care!"

J.D. "What if there was no more Operation Success?"

B. "I just hope that it stays."

J.D. "Would you recommend this program to a friend?"

B. "All of them, I already have...All my friends... the ones that used to hang out with me including the ones that have been out of school for more than a year...some of them even 3 or 4 years. I've told them like, about what I do on 14th Street, and how they could

get into the program or at least something like it."

J.D. "Has this program affected your future plans?"

B. "Most DEFINITELY! I can't let nothing get in my way anymore either."

J.D. "How much longer do you have before you finish school?"

B. "About 6 more months until I finish the equivalency class."

J.D. "And what do you plan to do after that?"

B. "Go straight ahead! School or training, whatever it takes 'cause I want to work downtown and have a good career. I can't be makin' no minimum wage."

STUDENT C - Operation Success Program
Seward Park High School

Background Information

Student C is an 18 year old, black male student who was not attending school prior to enrollment in Operation Success. Student C was referred to the program by a school staff person after being in several other types of programs within and outside of the school. Student C had a history of being in numerous group homes where he was under the regular care of a psychologist. Student C entered Operation Success as a "special education" student enrolled (LTA) at the Seward Park Academy. At this particular time

Student C was literally being "shuffled" back and forth between his aunt in Brooklyn and his mother who lives on the Lower East Side.

Reportedly feeling very displaced, withdrawn, and having an extremely poor self-image, Student C did not believe that school offered him very much in the way of a realistic future. He noted that he didn't believe that he "could really complete anything, least of all high school."

Interview

Operation Success Student C - C.

J. Duncan - J.D.

J.D. "How did you first learn about the program?"

C. "I got a letter to come here."

J.D. "How were you doing in school before you enrolled in the Operation Success Program?"

C. "Plain and simple ... I was messing up in school, hanging out with friends ... getting 'high' with friends. I stayed in trouble."

J.D. "What else were you doing...in general?"

C. "That's it!"

J.D. "When you left school in June (or whenever you last attended) did you intend to come back to school in September?"

C. "No."

J.D. "Why not?"

C. "Why should I, there wasn't nothing here for me then."

J.D. "Obviously you are in school today but do you usually come to school?"

C. "Well now I do."

J.D. "How come?"

C. "'Cause there's Operation Success. I come all the way from Brooklyn every day 'cause no schools in Brooklyn got this program (student obviously was not aware of Erasmus' Program). So I figure that's why I come here."

J.D. "How do you feel about Seward?"

C. "It's O.K. I mean school is school."

J.D. "You seem to really like the Operation Success Program but what are some of the things that you don't particularly like about the program... or might like to see changed?"

C. "There's nothing I don't like about the program."

J.D. "Oh, come on! You're going to tell me that there isn't ANYTHING that you don't like about the program. Are you sure!"

C. "No, I just like everything the way it is... really. What's so hard to believe about that. It's a good thing. At least for me it's been a good thing."

J.D. "How come?"

C. "You know what it really is? ... It's discipline. You have got to discipline yourself!... I mean like in the regular school, last year, if I had homework I would never do it. I mean I would just never do it and I would never go to school. What I really needed was some discipline of myself...but now...it's different. I go to school. I gotta 'cause I feel like I've got something to look forward to."

J.D. "What is it that made you start disciplining yourself?"

C. "The program. You know Ms. Marshall (Seward's Program Coordinator) and all of them, they help you. I mean they have made things better for me. I don't know how to explain it but if it weren't for them I wouldn't be nowhere."

J.D. "What is it that you seem to like so much about this program. There are other programs like this one. What about them?"

C. "Well you know basically any type of program will say to you that if you have a problem that you should come and see them but with this program it's more different...they really mean it. I wonder why they put up with all of us when we're nothing but a bunch of losers...but you know they have that helping hand "type of thing" ... it's out there for you and I guess that's what they like to do! You know ... they have the right attitude!"

J.D. "You realize that Operation Success is a new program that is granted or funded by the New York State Department of Education. What if they no longer were in a position to continue to fund this program? What if the program had to leave the school?"

C. "Right now?...The truth?"

J.D. "Yes, please tell me what you really feel!"

C. "... I'd go back into the stree's! 'Cause like Operation Success is like a bridge that helps me over to the other side...you know and if something happened to that bridge I just wouldn't be able to make it over to the other side. It's as simple as that...Do you know what I mean?...It's like the Brooklyn Bridge. To get over the water you need that bridge or you can't get there. Well, that's what Operation Success is to me."

J.D. "Would you recommend this program to a friend?"

C. "Oh, yes...I do that now. I have told a lot of my friends already, especially when they try to tell me about the streets! I tell them to just look at me! ... I am on my way."

J.D. "Has this program affected your future plans?"

C. "Are you kidding? ... Has this program affected my future plans??? I mean are you serious? I had no future plans before I got in this program. All I did was hang out in the street and hustle. Not only didn't I intend to go to school but I sure wasn't

thinking about nothing else. But now I don't think about what I can't do. I am learning about what I can do and I tell you now, now that they have given me as much as they have...I am not gonna let them or myself down anymore. I am going to work as hard as I have to to get good grades 'cause I want to get into a good college. I told you they are my bridge. They are getting me over to the other side where a successful life is for me and that's a fact!!!"

STUDENT D - Operation Success Program
Christopher Columbus High School

Background Information

Student D is a white, 19 year old male student who entered the program via the Summer Outreach program.

Student D had not attended school since November, 1981, when he was discharged. The discharge was the result of truancy, class cutting and fights in school.

Interview

Student D - D.

J. Duncan - D.

J.D. "How did you first hear about the Operation Success Program?"

D. "I got a letter, and I wasn't doing so great at that particular time so I figured that I would come up here and find out what it's all about, and you know I liked what they had to say."

- J.D. "What was your school and class attendance like before you enrolled in Operation Success?"
- D. "Well I wasn't in school really at first 'cause I hardly ever went and then I was discharged."
- J.D. "Did you plan to return to school eventually - at some point in the future?"
- D. "No, 'cause like I said, I was discharged and I figured that I couldn't go back to school, but my counselors in that program - they made it possible for me to come back here."
- J.D. "What is your attendance in school like now?"
- D. "I am here every day ... I only missed one day and that was only because I had to have stitches out...just that one day, otherwise I would have had perfect attendance... even though I hated the traveling."
- J.D. "How much longer do you have before you take your GED exam?"
- D. "Three more months..."
- J.D. "What if you were to fail the GED examination?"
- D. "I'll study even harder and take it again!"
- J.D. "What don't you like about the program?"
- D. "Well, I really liked the whole program...the only thing that I didn't like was the subway ride...you know I live really far away...I live all the way over in the Throgs Neck area of the Bronx and it takes me more than an hour and a half to get home...but otherwise I liked the course...air-conditioning and refrigeration...I really liked that!"
- J.D. "Is there anything in particular that you like about Operation Success?"

D. "Well, I liked the fact that it taught me new things like you know that it isn't all about hangin' out in the street. They are giving you a chance...you know they're trying to help you...put it that way. 'Cause if it weren't for this program I wouldn't be in school right now...'cause I was discharged and I would never have gotten back in this place if it weren't for them...I don't know what I would be doing instead. I would probably be workin' or something but you know you can only get little minimum wage jobs and the money is really no good, and you never know whether or not you're gonna lose the job or you might get laid off or they just might not want you no more, but those are the only kind of jobs you can get without no diploma."

J.D. "Would you recommend this program to a friend?"

D. "Yes, I would. As a matter of fact I got my friend's sister in the program and now she's going to school regularly, too. Really...and she was really all messed up."

STUDENT E - Operation Success Program
Seward Park High School

Background Information

Student E is an 18 year old Hispanic female that enrolled in the program after the Operation Success Coordinator visited her class. Student E was not attending school regularly, although she had not "officially" dropped out. Because she had been truant and cut classes so frequently, she was assigned to the Academy of Seward Park (at the Academy students get

one-half credit per course rather than one full credit per course at the main building).

Student E lives with her mother and a younger sister for whom she is largely responsible. Prior to her admittance to Seward, Student E had a history of truancy and suspension for fighting with her teachers.

Interview

Student E - E.

J. Duncan - J.D.

J.D. "How did you first hear about the program?"

E. "Well I was in the Academy, over in the annex at the time and I wanted to do more. I heard about the opportunity...and at first when that lady came in our classroom (referring to Katherine Marshall) I said to myself, oh boy, somebody else with another speech, but then after awhile I listened to what she said and even then I didn't just say I wanted to sign up...I waited and went over to their room after the class to just kinda check things out... After I did I spoke to her by myself and she signed me up that day. After I did that I went through DVE (Diagnostic Vocational Evaluation) and then they got me into the business school."

J.D. "How did you feel about the training at the business school?"

E. "I enjoyed it and so far I've learned a lot especially with the business machines. I went through that pretty fast I guess because I enjoyed it...I liked the machines and then there was the typing. I did really good at that...I've learned a lot of typing and it helps me even at home 'cause my mother has a typewriter. She works for a private doctor so when I go over there sometimes after

school and she needs some help so that she can leave early, I can type up a letter for her or I add up some figures. Even at home we have an adding machine and when she brings home insurance forms she has to do for patients and things like that I help her with it because it's like practicing. It's like doing homework and at the same time I'm helping her and I enjoy it. As for the business school, I really look forward to it...I mean I really look forward to going. I mean like on the weekends I can't wait until Monday and when we had that Christmas break I was out for like two weeks and you know...I looked forward to coming back so much. Because you know...I got used to it 'cause I enjoyed it...I guess I looked forward to it because when you enjoy doing something and you can't do it or it is taken away you yearn for it more.

"But when I came back from Christmas vacation I didn't really feel like I was behind but rather just picking up where I had left off 'cause the teachers are really good and helpful. They give me the individual attention that I need, they are very understanding and I feel that they deal with a lot of things they don't have to 'cause all of the kids... not all, but some of the kids...don't really give the teachers all the respect that's due...but still they try to help us and you can't help but admire them 'cause they are only trying to help you for your own benefit so...I just feel good about them.

"I just feel that they have helped me. I'm just a whole new person. Before I had a lot of problems because my head wasn't too straight 'cause I was having a lot of problems, but I figured instead of sitting around maybe I should get up and do something so that's why I checked it out and I got it together. There's just a whole new me!"

J.D. "What was your life like before?"

E. "Well, I had a lot of problems. I really had a hard upbringing...my mother...I just had a lot of hard times when I was younger. My mother wasn't the best parent in the world but thank God I can say now she's changed and we get along together very well. But at one time my mother and I didn't get along well at all...'cause she had me when she was young and she wasn't ready for me. She was wrapped up in hanging out and working and going to college and not having a good job and living down on the Lower East Side in a one bedroom apartment...it just didn't make her feel too good...so that reflected on her and that reflected on me... and I reflected it in school...and I messed up and I just screwed up. I had to grow up fast but thank God I'm just thankful that things changed and I am the way I am and my mother understands things better now."

J.D. "What kind of problems were you having in school?"

E. "Not now, but before, like when I was in elementary school, I used to get hit and punished and it really wasn't my fault. It's just that she (her mother) didn't have the control - so I used to beat up on my teachers. REALLY, I was a little runt but I used to pick on my teachers and curse at them and everything, but that's just how I was... when my mother used to yell at me, I couldn't speak back and I couldn't give my opinion or tell her what I felt so I had to hold it inside and the only time that I was able to let it out was when I was in school. So that was my outlet."

J.D. "How did you get into the annex?"

E. "Well, I was out of school and I missed a lot of work. My attendance was really bad and when your attendance is bad, whatever the reason, they send you over there." (Student is presently in the regular school building since her attendance improved.)

J.D. "How do you feel you are doing in school now?"

E. "Really good...I just got my report card and I have been doing really excellent. I got all 90's...you should see how proud my mother is - she xeroxed my report card and put it on her wall at work and I'm really happy about that...I'll show it to you before you leave if you'd like to see it."

J.D. "I would like to see it. How was your attendance?"

E. "I haven't missed but one day since I have been in this program!"

J.D. "If you hadn't gotten involved in the program, don't you think that things might have still gotten better for you?"

E. "It would have been hard cause nothing had happened up to that point and I really needed a lot of help."

J.D. "What would you like to change about the program if you could?"

E. "Really nothing but I wish that I could have a job where I could also get some kind of income...cause my mother really needs the money and I can't keep asking her for more and more things... We have a lot of bills that have to be paid and then for me to be asking her for money to go out on the weekends is hard. But no matter what, I know that they have given me things that money can't buy. They helped me realize that I'm not a little girl anymore. I'm not getting any younger and things aren't getting any easier. I've learned that I have to get the things that I want out of life in a respectable way. You know like they taught me how to get a job...how to dress and even how to speak properly...you know not to go out there and say, 'Yo, I want a job.' So now I'm getting my resume together, soon I'll have my diploma and I'll go on from there."

J.D. "If you had to pick out one of the things that was the most helpful to you what would it be?"

E. "That the things that I am learning now I can use in more ways than one, meaning that the help and the training that I get, I can use on more than a job or just in school. I can use it for myself and if I learn things well enough I can teach it to other people."

STUDENT F - Operation Success Program
Erasmus Hall High School

Background Information

Student F is a 19 year old black female who enrolled in the Operation Success Program through the Summer Outreach.

Student F was reportedly cutting school for long periods of time to "hang out" with friends. Student F has a history of truancy and serious behavior problems in school. Student F's behavior in school was described as follows: "...distractive to others, lacking self-control, craving constant attention, and spontaneously shouting out comments to both peers and instructors."

Reportedly, Student F's major difficulties in school began after she was left back a grade. Student F indicated that she not only dislikes school and her teachers but that she believes that school is a waste of time.

Interview

Student F - F.

J. Duncan - J.D.

J.D. "How did you first learn about the Operation Success Program?"

F. "I got a letter in the mail and I told my father that I wanted him to come up here with me and you know...they told me all about the program and the stuff that it could offer me...you know and I signed my brother up for it, too."

J.D. "Why did you sign your brother up for the program?"

F. "Why did I sign my brother up for it? ... because he wasn't doing anything. He had dropped out of school ... you know he's nineteen years old ... maybe I figured it was a chance for him to get by..."

J.D. "What was your attendance like before you signed up for this program?"

F. "Well, I didn't really drop out. I just stopped coming you know...like sometimes I would come but like I wouldn't always go inside but I didn't just drop out."

J.D. "Why didn't you go inside of the school if you made the effort to come?"

F. "'Cause I just didn't like this school. I don't know...I can't say why exactly 'cause I don't really feel that way anymore...you know...my counselors convinced me that I should give this place a chance and since I have things have been better."

J.D. "When school ended last year did you expect to return in September?"

F. "School! School! No way...I was not coming back to this place. No kinda way. Believe me, school was the last thing from my mind...but then I don't know. I came up here and like I said I met with the counselors and they kinda talked me into it, and I'm glad they did."

J.D. "How did they convince you?"

F. "Well, like they told me all about DVE and the training and stuff...I don't know, it's hard to explain but they made me feel like I could make

it if I put my mind to it. You know like... nobody really encouraged me to go to school before. I would just go on my own and just goof off. If I didn't understand the work I wouldn't ask. Or if I didn't know the work I just wouldn't come to class. I would just cut and everything like that... and that's what turned me off to school."

J.D. "How do you feel you are doing in school now?"

F. "I feel I am doing real GOOD!!! I didn't have the kind of confidence that I have now... before...you know when I was in school last year and so things are very different for me now. I used to even fight with my teachers and stuff like that but that's over now."

J.D. "Why have things changed for you?"

F. "'Cause of this program...you know they have taught me how to deal with things in a better way."

J.D. "What is it that you think the program taught you?"

F. "The one thing I have definitely learned is how to get along with a teacher. For one... I have experienced the good from the bad. Teachers that won't always stop their work to say it's you - 'It's you all the time!' I mean it's not like 'class, settle down' in a nice manner that will make a person want to stop talking or fooling around but don't. 'I'm getting enough of you and your mother better come up 'cause you're a trouble maker!' 'Cause I feel that I am grown and I don't need to be yelled at like a 3 year old. But now, I want my diploma so I have learned that it doesn't matter if I like them or not 'cause it's no longer a matter of now I can deal with it, now I have to deal with it 'cause it's my only chance. I'm not getting any more breaks. If I screw this one up I can forget it, and I want to go to college - I definitely want to go to college - and the only way that I'll ever get there is to learn how to play under their commands - like it or not."

J.D. "What made you decide that you want to go to college? Was this something you have always wanted to do?"

F. "No, not before this year...but you can't really get anywhere on just a GED. So I figure I can do it... If you want something you have to earn it yourself...so that's what I am doing now...I want to get my GED and then I want to go to college...I want to get either my masters or go even higher and get my bachelor's and all that! (Student is clearly indicating an interest in higher education even though the level of higher education degrees are reversed.) ...you know and I want to get a good job and then raise a family!"

J.D. "Was there anything you didn't like about the program?"

F. Well the counseling group - the rap group...you could really do without...I mean we talk about the same thing every week...'How do you feel?'...I mean it's like he thinks everybody's feelings are gonna change from last week. It's kind of boring and I personally could do without it but that other group it can stay right where it is 'cause it's really interesting (referring to group on human sexuality)."

J.D. "What, in particular, interested you most about the program?"

F. "The business school. I really loved it. I felt really good about it. I never had been through anything like this before... never...it was my first experience and it was the best experience I had in my life. It was the best experience because it was something that...I mean I'm not saying that it wasn't something that I never thought I could do but I'm saying that the chances were not too good...but I went in there and I mean I was proud of myself. I mean it was a really cool feeling. People that like used to talk about you...you know what I mean...now, they envy me to the most."

In Review

From the interviews conducted during the program's first year (which includes those not presented in this report), students are exceptionally pleased with the program and even more satisfied with themselves since their involvement in Operation Success. These interviews have clearly revealed that these positive feelings are directed at their overall involvement in the program. Through their involvement in the program students have indicated that their attendance and general performance in school has greatly improved.

On the whole, the following factors have been pointed out as the reasons for their success after enrolling in the program: having someone to talk to, recognizing that someone (i.e. the Case Managers, etc.) really cares about their welfare and will help them to do their best, learning about other options (career and educational), having someone that will encourage and motivate them, and having classes specifically conducted at a pace that they can handle (for example, if there is something that they don't understand, they are given an opportunity to ask questions. Concerning this last point, the youngsters, describing their previous learning experiences, indicated that if they missed a few classes and obviously fell behind in their work, there was no opportunity to get the kind of help they needed to catch up.

The training and internship experiences of students have come up in each interview again and again. Youngsters indicated

that these types of experiences truly gave them a sense of why school was important and necessary in the first place. While several students' attitudes towards school improved, many other students indicated that they still did not like school, even though they specifically pointed out that they were attending regularly. They stressed the fact that Operation Success encouraged them to attend school because they could not be a part of the training experiences if they didn't attend school and their classes. When students were asked if they would still remain in school after their experience in Operation Success ended, they all indicated yes. There was a very strong sense of responsibility with regard to the need to attend school, highlighted in each student's conversation.

THE PROCESS

The final section of this report will describe how the Operation Success program originally came about and the different aspects of its implementation which were crucial to its initial year of success.

Melding of Forces

Federation Employment and Guidance Service received a grant award from the New York State Education Department to develop the structure for and implement a pilot project to serve students who have dropped out or who are at risk of dropping out in an attempt to return and retain them in school.

One of the first activities conducted during the planning stage of this grant was the establishment of a task force who was actively involved in the planning and development of the Operation Success project. The members selected included the following persons and organizations:

FEDERATION EMPLOYMENT AND GUIDANCE SERVICE:

ALFRED P. MILLER
BERNICE SHERMAN
GAIL MAGALIFF
RAE LINEFSKY
BENJAMIN GREENBLATT

ADDITIONAL AGENCY STAFF

NEW YORK CITY BOARD OF EDUCATION

HIGH SCHOOL DIVISION
KEN TEWEL
ROBERT KLEIN

SPECIAL EDUCATION DIVISION
MYRNA BARON
EARLINE HARRIS
JACK DUFFY

UNITED FEDERATION OF TEACHERS
MAURICE LEITER
CHRISTINE KULICK

CENTER FOR LABOR & URBAN PROGRAMS,
RESEARCH & ANALYSIS, QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
HERBERT BIENSTOCK
JOHANNA DUNCAN

Each organization, from which task force members were selected, had a very specific responsibility as each person represented a constituency that was involved in the functioning of this project.

Through the involvement of the New York City Board of Education (the High School and Special Education Division), FECS program staff were given an opportunity to learn about the important aspects of the target high schools' operation and the needs of their student body before entering the schools. Board of Education personnel were similarly able to learn about the activities projected for students in their schools and become familiar with the many resources FECS had to offer, this in addition to being able to provide constructive suggestions for the program's implementation and ongoing development.

Of equal importance was the involvement of the United Federation of Teachers, through Maurice Leiter, whose total support of the program as well as participation in, promoted the cooperation of school staff.

While not without its difficulties, the level of mutual understanding and cooperation that developed among the United Federation of Teachers, the Board of Education, and Federation Employment and Guidance Service, perpetuated the smooth entrance of this program into each of the target high schools.

The Center for Labor and Urban Programs, Research and Analysis, under the direction of Herbert Bienstock, was also involved since the earliest stages of this program's development. The Center was chosen to conduct the independent evaluation of this pilot project. Johanna Duncan was selected as the program's principal evaluator to supervise and monitor the overall evaluation process. As a result of this early involvement, the evaluation was able to include an assessment of the program's development and processes as well as outcomes.

The establishment of such a task force and the commitment of its members gave this program a strong foundation from which purposeful activities grew. The ability of this group to work together so successfully as a team facilitated the involvement of many other persons, from each of the represented organizations, while FECS made available all of its resources to assist in program and resource development.

The New York State Education Department provided invaluable assistance in the development of the program and in the evaluation effort, in particular, Assistant Commissioner Louis Grumet, Ms. Margretta Fairweather, Associate, Bureau of State Operated and Supported Schools and Mr. Christopher Skroupa, Special Assistant to Commissioner Grumet.

Implementation in Target High Schools

Rae Linefsky, who is an Assistant Executive Director at FECS, was assigned to direct and supervise the overall implementation and development of this project in the three target high schools. Ms. Linefsky's insight, enthusiasm and skilled leadership were among the major contributing factors in the successful development and implementation of this program.

As mentioned earlier in the report, one of the first activities of the program was the sponsorship of several Open House events at each of the target high schools, to reach "at risk" students and their families. It was agreed upon (among the task force) that programming for selected students, identified in this outreach effort, who may benefit from immediate programming prior to the fall semester of 1982, would be served at Federation Employment and Guidance Service in August, since the schools are closed that month.

Students that participated in the program during the month of August were part of the summer developmental phase which gave the students immediate attention and skills training. These students were, however, allowed to participate in the summer program only with a commitment to return to school in September.

Designed program activities for the academic school year, September 1982 - June 1983, included the following service offerings conducted at FECS, the three target high schools, and the community:

- .. Initial Diagnostic Vocational Evaluation and Functional Assessment
- .. Educational Internship Experience
- .. Personal and Family Counseling
- .. Outreach Services
- .. Vocational Skills Training
(Air conditioning, Major Appliance Repair, Orientation to Industrial Technology*, Typewriter Repair Program, Jewelry, Manufacturing and Office/Business Skills)
- .. Part-time Job Development and Employment
- .. Career Development Services
- .. Community Resource Services
- .. Referral Services

All of the students that participated in Operation Success received some or all of the services listed above. The determination of services was based on the individual needs of the youngster. No two students necessarily had exactly the same schedule of program activities and services.

The high schools chosen were: Erasmus Hall High School in Brooklyn, Stanley Saretsky, Principal; Christopher Columbus High School in the Bronx, Grace M. Rosa, Principal; and Seward Park High School in Manhattan, Dr. Noel N. Kriftcher, Principal.

Before attempting to set up the program on the site of these schools, FECS and the task force sought to first identify the needs of each school individually and establish a working relationship with regular school staff.

Meeting these objectives required several on-site visits to each of the target high schools and numerous meetings intended to initiate the exchange of ideas with school staff, to describe

*In particular, the Orientation to Industrial Technology was specifically designed and implemented for Operation Success students.

the basic format of the Operation Success Program, and to specifically work out the logistical arrangements for the program's inception (space, telephone installation, scheduling, etc.).

Under the direction of Alfred P. Miller, the Executive Director of FECS, Ms. Linefsky and other members of the task force conducted an extensive job search for three high school program coordinators.

The three coordinators selected were Melvin Betty at Erasmus Hall High School, Katherine Marshall at Seward Park High School, and Ellen Pepperburg at Christopher Columbus High School. A great deal of effort went into selecting these candidates as well as the entire program staff. Particular importance was placed on hiring staff that would be sensitive to the needs of students as well as to the needs of the target high schools. The selection of good staff persons enhanced the successful operation of this program in the target high schools. Approximately ten to twelve staff persons were hired to work in each of the target high school programs. Positions included Case Managers, Outreach Workers, Educational Internship Coordinators, Job Developers, Career Development Specialists, Vocational Evaluators and Secretaries. The selected staff came from a variety of educational and work backgrounds. This careful blending of skills and experiences contributed to the well-rounded focus of the program. The on-site school staff worked

in cooperation with the program staff located at the FECS facility which insured the coordination of all student activities and scheduling.

Another key feature of this implementation process was the orientation and in-service training activities conducted with all staff before entering the schools. The orientation included:

- General staff and program orientation
- Statement of purpose
- Understanding of Board of Education high school's rules and regulations
- Review of each target school's characteristics
- A hands-on experience (which provided all Operation Success staff members and the program's independent evaluator an opportunity to work on some of the training tasks Operation Success students would be experiencing, i.e., evaluation tests, trades skill workshop activities, etc.)

The first orientation session ran an entire week which not only helped many school and FECS staff get to know each other but the sessions really gave everyone an appreciation for the experiences students would encounter. This contributed to the very early levels of enthusiasm observed among program and school staff.

Perhaps one of the most important aspects of this implementation state and the program's continued progress in each of the target high schools was the on-going support that the entire sponsoring agency and the task force gave to this program. The administrative staff of FECS worked diligently with program staff at each of the program

sites (on a formal and informal basis, i.e. to help with program issues, to attend workshops, and the like).

School - FECS Relationship

One of the most impressive aspects of this program's delivery is the way in which the administrative and program staff of FECS have been able to work so cooperatively with the administrative, teaching and counseling staff of these high schools towards a unified goal.

This is exemplified by the letter from the principal of Christopher Columbus High School, Grace M. Rosa, who said:

"I am delighted with the FECS efforts in Columbus High School to date, simply because they have worked to increase our students' attendance, and are continuing to do so.

The FECS efforts have worked valiantly to successfully overcome those problems. With close cooperation with our varied staff people, with strong support, immediate feedback, informed resourcefulness and capable referral, the FECS organization has aided us greatly in improving our student attendance. The average increase of 3.2% (increase in overall attendance at Seward) is extraordinarily gratifying."

The reaction of Seward Park High School administrative personnel is typified by the comments in the letter from the Assistant Principal for Pupil Personnel Services, Helen Cohen, who wrote:

"On behalf of the guidance department, I'd like to express our gratitude to you and the Operation Success staff that has worked with us since the spring of 1982 in order to plan and execute the program which developed during school year 1982-83. Nothing has been easy. You targeted for the receipt of holding power services to the most difficult or neediest group of youngsters.

Looking over the statistics published in April, I am impressed by the number of students reached and by the number who completed some portion of the Operation Success program. I also look back with admiration to the Career Day activities which Operation Success co-sponsored, and we look forward to the June 28th ceremony celebrating the success of many youngsters."

The principal of Erasmus Hall High School, Stanley Saretsky, expressed similarly strong feelings about Operation Success in his letter to FECS:

"Operation Success has been invaluable to Erasmus Hall High School. Our official class attendance rates have improved and there has been a significant decline in subject class cutting. I have noted that pupils have positive feelings about this program from discussions with them in guidance conferences, and other school situations.

Our pre-equivalency (RX) and equivalency (QX) programs are functioning for the first time. I know that most of these children who are now coming to school regularly would have been total J.T.s without the skills/career opportunities offered by Operation Success (FECS)."

These statements were typical reactions given to the program by administrative personnel and the teaching staff of the three schools. These letters and others are contained in the appendix to this report.

The relationship FECS administrative and program staff developed with the administrative, counseling and teaching staff of each target high school was very effective. Not only were program activities arranged in cooperation with each school, but these events were held with the regular assistance of school staff.

Students and parents have noticed this positive interaction

which has positively reinforced the program's credibility and improved the school's image in terms of the administration's interest in the students' well-being. Above all, these apparent levels of mutual respect and cooperation clearly underscored the accomplishments this program has made in returning and retaining high-risk youngsters in school.

STATISTICAL TABLES

TABLE

TITLE

- | | |
|----|--|
| 1 | Enrollment Characteristics of Incoming Students, Pilot Year One, 1982-1983, All Schools.

A Erasmus High School
B Columbus High School
C Seward Park High School |
| 2 | Program Participants Official School Enrollment Status, Pilot Year One, 1982-1983, All Schools

A Erasmus High School
B Columbus High School
C Seward Park High School |
| 3 | Program Participants Enrollment in Target High Schools, June 30, 1983, All Schools

A Erasmus High School
B Columbus High School
C Seward Park High School |
| 4 | Graduating Program Participants, Pilot Year One, 1982-1983 |
| 5 | Profile of Graduating Participants, Pilot Year One, 1982-1983, All Schools

A Erasmus High School
B Columbus High School
C Seward Park High School |
| 6 | Follow-Up on Graduating Participants, Pilot Year One, 1982-1983, All Schools |
| 7 | Participants Sex, Pilot Year One, 1982-1983 |
| 8 | Participants Age, Pilot Year One, 1982-1983 |
| 9 | Participants Race, Pilot Year One, 1982-1983 |
| 10 | Participants Marital Status, Pilot Year One, 1982-1983 |
| 11 | Total number of Female Participants that were Pregnant or had Dependent Children, Pilot Year One, 1982-1983 |
| 12 | Participants Place of Birth, Pilot Year One, 1982-1983 |
| 13 | Number of Participants that are U.S. Citizens, Pilot Year One, 1982-1983 |

TABLETITLE

- 14 Participants Years of Residency in the U.S., Pilot Year One, 1982-1983
- 15 Participants History of Dropping Out, Pilot Year One, 1982-1983
- 16 Number of Participants Previously Suspended, Pilot Year One, 1982-1983
- 17 Participants Previous Work Experience, Pilot Year One, 1982-1983
- 18 Annual Family Income of Participants, Pilot Year One, 1982-1983
- 19 Employment Status of Participants Parents, Pilot Year One, 1982-1983, All Schools
- A Erasmus High School
- B Columbus High School
- C Seward High School
- 20 Educational Background of Participants Parents, Pilot Year One, 1982-1983, All Schools
- A Erasmus High School
- B Columbus High School
- C Seward High School
- 21 Number of Persons in Participants Households, Pilot Year One, 1982-1983
- 22 Participants Families Receiving Public Assistance, Pilot Year One, 1982-1983
- 23 Parents Students Live With, Pilot Year One, 1982-1983
- 24 Attendance Rates of NYC Academic and Vocational High Schools 1981-1982 and 1982-1983; Brooklyn
- 25 Attendance Rates of NYC Academic and Vocational High Schools 1981-1982 and 1982-1983; Bronx
- 26 Attendance Rates of NYC Academic and Vocational High Schools 1981-1982 and 1982-1983; Manhattan
- 27 Reported Monthly High School Attendance Rates, 1981-1982 and 1982-1983, Erasmus High School
- 28 Reported Monthly High School Attendance Rates, 1981-1982 and 1982-1983, Columbus High School

TABLE**TITLE**

29	Reported Monthly Attendance Rates, 1981-1982 and 1982-1983; Seward Park High School
30	Enrollment Registers of NYC Academic and Vocational High Schools, Academic Years 1981-1982 and 1982-1983; Brooklyn
31	Enrollment Registers of NYC Academic and Vocational High Schools, Academic Years 1981-1982 and 1982-1983; Bronx
32	Enrollment Registers of NYC Academic and Vocational High Schools, Academic Years 1981-1982 and 1982-1983; Manhattan
33	Results of Pre-Attitude Survey, Summer and Academic Year Combined, Pilot Year One, 1982-1983
34	Results of Post-Attitude Survey, Summer and Academic Year Combined, Pilot Year One, 1982-1983
33A	Results of Pre-Attitude Survey, Summer Program, Pilot Year One, August 1982
34A	Results of Post-Attitude Survey, Summer Program, Pilot Year One, August 1982

TABLE 1

OPERATION SUCCESS

ENROLLMENT CHARACTERISTICS OF INCOMING STUDENTS

PILCT YEAR ONE

1982 - 1983

TOTAL ALL SCHOOLS

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>1,764</u>	<u>100.0</u>
TOTAL NO.		
Dropouts	232	13.2
LTA's/EALS*	1,262	71.5
Others at Risk**	270	15.3

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at "high risk" of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 1A

OPERATION SUCCESS

ENROLLMENT CHARACTERISTICS OF INCOMING STUDENTS

PILOT YEAR ONE

1982 - 1983

ERASMUS HALL HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>679</u>	<u>100.0</u>
TOTAL NO.		
Dropouts	62	9.1
LTA's/EALS*	532	78.4
Others at Risk**	85	12.5

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at "high risk" of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 1B

OPERATION SUCCESS

ENROLLMENT CHARACTERISTICS OF INCOMING STUDENTS

PILOT YEAR ONE

1982 - 1983

CHRISTOPHER COLUMBUS HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>478</u>	<u>100.0</u>
TOTAL NO.		
Dropouts		9.8
LTA's/EALS*	304	63.6
Others at Risk**	127	26.6

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at "high risk" of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 1C

OPERATION SUCCESS

ENROLLMENT CHARACTERISTICS OF INCOMING STUDENTS

PILOT YEAR ONE

1982 - 1983

SEWARD PARK HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>607</u>	<u>100.0</u>
TOTAL NO.		
Dropouts	123	20.3
LTA's/EALS*	426	70.2
Others at Risk**	58	9.6

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at "high risk" of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 2

OPERATION SUCCESS

PROGRAM PARTICIPANTS OFFICIAL SCHOOL ENROLLMENT STATUS

JUNE 30, 1983

TOTAL ALL SCHOOLS

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>1,764</u>	<u>100.0</u>
Total Enrolled in School	1,459	82.7
Total Participants Completed H.S., GED	178	10.1
Total Referred to TAP for Job Training or are Presently Employed	127	7.2

TABLE 2A

OPERATION SUCCESS

PROGRAM PARTICIPANTS OFFICIAL SCHOOL ENROLLMENT STATUS

JUNE 30, 1983

ERASMUS HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>679</u>	<u>100.0</u>
Total Enrolled in School	576	84.8
Total Participants Completed H.S., GED	80	11.8
Total Referred to TAP for Job Training or are Presently Employed	23	3.4

TABLE 2B

OPERATION SUCCESS

PROGRAM PARTICIPANTS OFFICIAL SCHOOL ENROLLMENT STATUS

JUNE 30, 1983

CHRISTOPHER COLUMBUS HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>478</u>	<u>100.0</u>
Total Enrolled in School	376	78.7
Total Participants Completed H.S., GED	40	8.4
Total Referred to TAP for Job Training or are Presently Employed	62	13.0

Percentages may not add up to 100% due to rounding.

TABLE 2C

OPERATION SUCCESS

PROGRAM PARTICIPANTS OFFICIAL SCHOOL ENROLLMENT STATUS

JUNE 30, 1983

SEWARD PARK HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Students Enrolled in Operation Success	<u>607</u>	<u>100.0</u>
Total Enrolled in School	507	83.5
Total Participants Completed H.S., GED	58	9.6
Total Referred to TAP for Job Training or are Presently Employed	42	6.9

TABLE 3

OPERATION SUCCESS

PROGRAM PARTICIPANTS ENROLLMENT IN TARGET HIGH SCHOOLS*

JUNE 30, 1983

TOTAL ALL SCHOOLS

	<u>Number</u>	<u>Percent</u>
Total No. Enrolled in School	<u>1,459</u>	<u>100.0</u>
Total No. Enrolled in Target High Schools	1,370	93.9
Total No. Enrolled in Other High Schools*	89	6.1

* Nearly all of the students in this category have transferred and are now attending other New York City high schools or other G.E.D. programs in other New York City high schools. High schools generally are selected on the basis of location.

TABLE 3A

OPERATION SUCCESS

PROGRAM PARTICIPANTS ENROLLMENT IN TARGET HIGH SCHOOLS*

JUNE 30, 1983

ERASMUS HALL HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Enrolled in School	<u>576</u>	<u>100.0</u>
Total No. Enrolled in Target High Schools	549	95.3
Total No. Enrolled in Other High Schools*	27	4.7

* Nearly all of the students in this category have transferred and are now attending other New York City high schools or other G.E.D. programs in other New York City high schools. High schools generally are selected on the basis of location.

TABLE 3B

OPERATION SUCCESS

PROGRAM PARTICIPANTS ENROLLMENT IN TARGET HIGH SCHOOLS*

JUNE 30, 1983

CHRISTOPHER COLUMBUS HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Enrolled in School	<u>376</u>	<u>100.0</u>
Total No. Enrolled in Target High Schools	355	94.4
Total No. Enrolled in Other High Schools*	21	5.6

* Nearly all of the students in this category have transferred and are now attending other New York City high schools or other G.E.D. programs in other New York City high schools. High schools generally are selected on the basis of location.

TABLE 3C

OPERATION SUCCESS

PROGRAM PARTICIPANT'S ENROLLMENT IN TARGET HIGH SCHOOLS*

JUNE 30, 1983

SEWARD PARK HIGH SCHOOL

	<u>Number</u>	<u>Percent</u>
Total No. Enrolled in School	<u>507</u>	<u>100.0</u>
Total No. Enrolled in Target High Schools	466	91.9
Total No. Enrolled in Other High Schools*	41	8.1

* Nearly all of the students in this category have transferred and are now attending other New York City high schools or other G.E.D. programs in other New York City high schools. High schools generally are selected on the basis of location.

TABLE 4

OPERATION SUCCESS

GRADUATING PROGRAM PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

TOTAL ALL SCHOOLS

	<u>Number</u>	<u>Percent</u>
TOTAL OPERATION SUCCESS CANDIDATES ELIGIBLE FOR GRADUATION	<u>253</u>	<u>100.0</u>
<u>Total Graduating Participants</u>	178	70.4
Number Regular High School Diploma Candidates.....	62	24.5
Number Received Regular High School Diploma.....	62	24.5
Number General Equivalency Diploma Candidates.....	191	75.5
Number Received Equivalency Diploma.....	116	45.6
Number Did Not Graduate (Did Not Pass GED Exam).....	75	30.0
Remained in H.S. GED Program.....	75	30.0
Dropped Out After Failure.....	0	0.0

TABLE 1

OPERATION SUCCESS

PROFILE OF GRADUATING PROGRAM PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

TOTAL ALL SCHOOLS

	<u>All</u> <u>Graduating</u> <u>Participants</u>		<u>Student Characteristics</u>			
	<u>No.</u>	<u>Percent</u>	<u>Dropouts*</u>		<u>LTA'S/EAL'S**</u>	
			<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
TOTAL OPERATION SUCCESS						
STUDENTS COMPLETING HIGH SCHOOL	<u>178</u>	<u>100.0</u>	<u>43</u>	<u>24.2</u>	<u>135</u>	<u>75.8</u>
Total Number of Participants Receiving:						
Regular High School Diploma	62	34.8	2	1.2	60	33.7
General Equivalency Diploma (GED)	116	65.2	41	23.0	75	42.1

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at 'high risk' of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 5A

OPERATION SUCCESS

PROFILE OF GRADUATING PROGRAM PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

ERASMUS HIGH SCHOOL

	All Graduating Participants		Student Characteristics			
	No.	Percent	Dropouts*		LTA'S/EAL'S**	
	No.	Percent	No.	Percent	No.	Percent
TOTAL OPERATION SUCCESS STUDENTS COMPLETING HIGH SCHOOL	80	100.0	10	12.5	70	87.4
Total Number of Participants Receiving:						
Regular High School Diploma	49	61.3	2	2.5	47	58.7
General Equivalency Diploma (GED)	31	38.7	8	10.0	23	28.7

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at 'high risk' of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

Percentages may not add up to 100% due to rounding.

TABLE 5B

OPERATION SUCCESS

PROFILE OF GRADUATING PROGRAM PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

COLUMBUS HIGH SCHOOL

	All Graduating Participants		Student Characteristics			
	No.	Percent	Dropouts*		LTA'S/EAL'S**	
	No.	Percent	No.	Percent	No.	Percent
TOTAL OPERATION SUCCESS STUDENTS COMPLETING HIGH SCHOOL	40	100.0	4	10.0	36	90.0
Total Number of Participants Receiving:						
Regular High School Diploma	9	22.5	0	0.0	9	22.5
General Equivalency Diploma (GED)	31	77.5	4	10.0	27	67.5

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at 'high risk' of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 5C

OPERATION SUCCESS

PROFILE OF GRADUATING PROGRAM PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

SEWARD HIGH SCHOOL

	All Graduating Participants		Student Characteristics			
	No.	Percent	Dropouts*		LTA'S/EAL'S**	
	No.	Percent	No.	Percent	No.	Percent
TOTAL OPERATION SUCCESS STUDENTS COMPLETING HIGH SCHOOL	<u>58</u>	<u>100.0</u>	<u>29</u>	<u>50.0</u>	<u>29</u>	<u>50.0</u>
Total Number of Participants Receiving:						
Regular High School Diploma	4	6.9	0	0.0	4	6.9
General Equivalency Diploma (GED)	54	93.1	29	50.0	25	43.1

* Long term absentees/Students that are excessively absent or late.

** Others include those students considered to be at 'high risk' of dropping out of school due to a series of problems including delinquency, child abuse, pregnancy, school suspension, cutting and other difficulties that may hinder school attendance.

TABLE 6

OPERATION SUCCESS

FOLLOW-UP ON GRADUATING PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL GRADUATING PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total No. of O.S.* participants graduating prior to June 30, 1983	178		80		40		58	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total No. of O.S.* Participants for whom follow-up data was available	112	100.0	29	100.0	40	100.0	43	100.0
<u>TOTAL GRADUATES</u>								
Attending College	30	26.8	12	41.4	12	30.0	6	13.9
Other Continuing Academic Education**	3	2.7	0	0.0	2	5.0	1	2.3
Trades/Vocational School	22	19.6	4	13.8	11	27.5	7	16.3
Military Service	9	8.0	4	13.8	3	7.5	2	4.6
Working	15	13.4	0	0.0	7	17.5	8	18.5
Other***	6	5.4	5	17.2	1	2.5	0	0.0
Undecided	27	24.1	4	13.8	4	10.0	19	44.2
Total No. Undecided referred to program counseling	27	100.0	4	100.0	4	100.0	19	100.0
Total No. of graduating participants that were not contacted	66		51		0		15	

* Operation Success

** Adult Basic Education

*** Other - students that are having a child, getting married, or relocating, etc.

TABLE 7
OPERATION SUCCESS
PARTICIPANTS SEX
PILOT YEAR ONE
1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Total Males	894	52.7	285	43.4	257	56.0	352	60.5
Total Females	803	47.3	371	56.6	202	44.0	230	39.5
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 8

OPERATION SUCCESS

PARTICIPANTS AGE

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Total participants</u>								
14 years of age	26	1.5	8	1.2	9	2.0	9	1.5
15 years of age	186	11.0	56	8.5	101	22.0	29	5.0
16 years of age	330	19.4	107	16.3	137	29.8	86	14.8
17 years of age	462	27.2	203	31.0	129	28.1	130	22.3
18 years of age	314	18.5	119	18.1	55	12.0	140	24.1
19 years of age	210	12.4	92	14.0	20	4.4	98	16.8
20 years of age	83	4.9	37	5.7	4	0.9	42	7.2
21 years of age	45	2.7	22	2.1	1	0.2	30	5.2
22 years of age or older	41	2.4	20	3.1	3	0.6	18	3.1
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 9

OPERATION SUCCESS

PARTICIPANTS RACE

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Total Whites	276	16.3	4	0.6	239	52.1	33	5.7
Total Blacks	763	45.0	570	86.9	94	20.5	99	17.0
Total Hispanics	488	28.8	62	9.5	101	22.0	325	55.8
Total Asians	118	7.0	6	0.9	9	2.0	103	17.7
Other	52	3.1	14	2.1	16	3.5	22	3.8
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 10

OPERATION SUCCESS

PARTICIPANTS MARITAL STATUS

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S. Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,411</u>	<u>100.0</u>	<u>458</u>	<u>100.0</u>	<u>475</u>	<u>100.0</u>	<u>478</u>	<u>100.0</u>
<u>Total Participants</u>								
Married	23	1.6	6	1.3	2	0.4	15	3.1
Single	1,388	98.4	452	98.7	473	99.6	463	96.9
Total number of participants for whom data was not available in this category (not included in percentages)	353		221		3		129	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 11

OPERATION SUCCESS

TOTAL NUMBER OF FEMALE* PARTICIPANTS
THAT WERE PREGNANT OR HAD DEPENDENT CHILDREN

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of female students enrolled in O.S.** Program	<u>803</u>		<u>371</u>		<u>202</u>		<u>230</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of female participants for whom data was available	<u>803</u>	<u>100.0</u>	<u>371</u>	<u>100.0</u>	<u>202</u>	<u>100.0</u>	<u>230</u>	<u>100.0</u>
No Children	730	90.9	338	91.1	190	94.1	202	87.8
Pregnant	18	2.3	12	3.2	3	1.5	3	1.3
One Child	50	6.2	17	4.6	9	4.5	24	10.4
Two Children	3	0.4	3	0.8	0	0.0	0	0.0
Three Children	2	0.2	1	0.3	0	0.0	1	0.4

* Only female participants were tabulated in this category

** Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 12
OPERATION SUCCESS
PARTICIPANTS PLACE OF BIRTH
PILOT YEAR ONE
1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>U.S. Born</u>	<u>1,166</u>	<u>68.7</u>	<u>422</u>	<u>64.3</u>	<u>395</u>	<u>86.1</u>	<u>349</u>	<u>60.0</u>
Mainland U.S.	1,049	90.0	383	90.8	379	95.9	287	82.2
Puerto Rico	117	10.0	39	9.2	16	4.1	62	17.8
<u>Non-U.S. Born</u>	<u>531</u>	<u>31.3</u>	<u>234</u>	<u>35.7</u>	<u>64</u>	<u>13.9</u>	<u>233</u>	<u>40.0</u>
Other Caribbean	217	40.9	169	72.2	1	1.6	47	20.2
Latin America	76	14.3	44	18.8	4	6.2	28	12.0
Europe	129	24.3	8	3.4	57	89.1	64	27.5
Asia	106	20.0	11	4.7	1	1.6	94	40.3
Africa	3	0.6	2	0.9	1	1.6	0	0.0
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 13

OPERATION SUCCESS

NUMBER OF PARTICIPANTS THAT ARE U.S. CITIZENS

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL</u> <u>ALL PARTICIPANTS</u>		<u>ERASMUS</u>	<u>COLUMBUS</u>	<u>SEWARD</u>
	<u>Number</u>		<u>Number</u>	<u>Number</u>	<u>Number</u>
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>	<u>478</u>	<u>607</u>
	<u>No. Percent</u>		<u>No. Percent</u>	<u>No. Percent</u>	<u>No. Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u> <u>100.0</u>	<u>459</u> <u>100.0</u>	<u>582</u> <u>100.0</u>
United States citizens	1,479	87.1	562 85.7	442 96.3	475 81.6
Citizens of another country	218	12.8	94 14.3	17 3.7	107 18.4
Total number of participants for whom data was not available in this category (not included in percentages)	67		23	19	25

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 14

OPERATION SUCCESS

PARTICIPANTS YEARS OF RESIDENCY

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL</u> <u>ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Participants residing in the U.S. for:								
Less than 1 year	40	2.4	18	2.7	1	0.2	21	3.6
1 to 2 years	155	9.1	25	3.8	36	7.8	94	16.1
2 to 5 years	174	10.2	96	14.6	19	4.1	59	10.1
5 to 10 years	144	8.5	89	13.6	8	1.7	47	8.1
15 to 20 years	18	1.1	6	0.9	0	0.0	12	2.1
Over 20 years	0	0.0	0	0.0	0	0.0	0	0.0
Life (Born in U.S.)	1,166	68.7	422	64.3	395	86.1	349	60.0
Total number of participants for whom data was not available in this category (not included in percentages)								
	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 15

OPERATION SUCCESS

PARTICIPANTS HISTORY OF DROPPING OUT*

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.** Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No. Percent</u>		<u>No. Percent</u>		<u>No. Percent</u>		<u>No. Percent</u>	
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Previously dropped out of school	630	37.1	218	33.2	169	36.8	243	41.7
Never dropped out of school	1,067	62.9	438	66.8	290	63.2	339	58.2
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Whether participants have ever dropped out before (at any time in their educational history).

** Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 16

OPERATION SUCCESS

NUMBER OF PARTICIPANTS PREVIOUSLY SUSPENDED

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Previously Suspended	246	14.5	82	12.6	105	22.9	58	10.0
Never Suspended	1,451	85.5	573	87.3	354	77.1	524	90.0
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 17

OPERATION SUCCESS

PARTICIPANTS PREVIOUS WORK EXPERIENCE

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
Total participants who have worked before	1,056	62.2	504	76.8	336	73.2	216	37.1
Total participants who have never worked before	641	37.8	152	23.2	123	26.8	366	62.9
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 18

OPERATION SUCCESS
ANNUAL FAMILY INCOME OF PARTICIPANTS

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	1,764		679		478		607	
	<u>No. Percent</u>		<u>No. Percent</u>		<u>No. Percent</u>		<u>No. Percent</u>	
Total number of participants for whom data was available	1,041	100.0	372	100.0	318	100.0	351	100.0
A. Less than \$4,000	171	16.4	36	9.6	45	14.2	90	25.6
B. \$4,000 - \$7,999	453	43.5	297	79.8	63	19.8	93	26.5
C. \$8,000 - \$11,999	168	16.1	15	2.4	48	15.1	105	30.0
D. \$12,000 - \$15,999	99	9.5	0	0.0	57	17.9	42	12.0
E. Over \$16,000	150	14.4	24	6.5	105	33.0	21	6.0
Total number of participants for whom data was not available in this category (not included in percentages)	723		307		160		256	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 19

OPERATION SUCCESS

EMPLOYMENT STATUS OF PARTICIPANTS PARENTS

PILOT YEAR ONE

1982 - 1983

THREE TARGET SCHOOLS

	<u>TOTAL ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>				<u>Number</u>	
Total number of persons enrolled in O.S.* Program	1,764				1,764	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom family data was available	2,082	100.0	1,041	100.0	1,041	100.0
Part-time employment	527	25.3	306	29.4	221	21.2
Full-time employment	468	22.5	308	29.6	160	15.4
Never Worked	428	20.5	231	22.2	197	18.9
No information provided on Parent	659	31.6	196	18.8	463	44.5
Unemployed **	566	27.2	317	30.4	249	23.9
Total number of participants for whom family data was not available in this category (not included in percentages)	672				672	

* Operation Success

** While parents were asked to indicate whether they were employed or unemployed, the indication of unemployed status does not correspond to the official definitions of unemployment since these persons were not asked whether they were actively seeking a job.

Note: Percentages may not add up to 100% due to rounding.

TABLE 19A

OPERATION SUCCESS

EMPLOYMENT STATUS OF PARTICIPANTS PARENTS

PILOT YEAR ONE

1982 - 1983

ERASMUS

	<u>TOTAL ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>			
Total number of persons enrolled in O.S.* Program	679		679			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom family data was available	744	100.0	372	100.0	372	100.0
Part-time employment	338	45.4	249	66.9	89	23.9
Full-time employment	144	19.4	47	12.6	97	26.1
Never Worked	162	22.6	76	20.4	92	24.7
No information provided on Parent	94	12.6	0	0.0	94	25.3
Unemployed **	285	38.3	98	26.3	187	50.3
Total number of participants for whom family data was not available in this category (not included in percentages)	307		307			

* Operation Success

** While parents were asked to indicate whether they were employed or unemployed, the indication of unemployed status does not correspond to the official definitions of unemployment since these persons were not asked whether they were actively seeking a job.

Note: Percentages may not add up to 100% due to rounding.

TABLE 19B

OPERATION SUCCESS

EMPLOYMENT STATUS OF PARTICIPANTS PARENTS

PILOT YEAR ONE

1982 - 1983

COLUMBUS

	<u>TOTAL ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>			
Total number of persons enrolled in O.S.* Program	478		478			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom family data was available	636	100.0	318	100.0	318	100.0
Part-time employment	48	7.5	33	10.4	15	4.7
Full-time employment	189	29.7	138	43.4	51	16.0
Never Worked	140	22.0	47	14.8	93	29.2
No information provided on Parent	259	40.7	100	31.4	159	50.0
Unemployed **	99	15.6	72	22.6	27	8.5
Total number of participants for whom family data was not available in this category (not included in percentages)	145		145			

* Operation Success

** While parents were asked to indicate whether they were employed or unemployed, the indication of unemployed status does not correspond to the official definitions of unemployment since these persons were not asked whether they were actively seeking a job.

Note: Percentages may not add up to 100% due to rounding.

TABLE 19C

OPERATION SUCCESS

EMPLOYMENT STATUS OF PARTICIPANTS PARENTS

PILOT YEAR ONE

1982 - 1983

SEWARD

	<u>TOTAL ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>				<u>Number</u>	
Total number of persons enrolled in O.S.* Program	607				607	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom family data was available	702	100.0	351	100.0	351	100.0
Part-time employment	141	20.1	24	6.8	117	33.3
Full-time employment	135	19.2	123	35.0	12	3.4
Never Worked	120	17.1	108	30.8	12	3.4
No information provided on Parent	306	43.6	96	27.3	210	59.8
Unemployed **	182	25.9	147	41.9	35	10.0
Total number of participants for whom family data was not available in this category (not included in percentages)	220				220	

* Operation Success

** While parents were asked to indicate whether they were employed or unemployed, the indication of unemployed status does not correspond to the official definitions of unemployment since these persons were not asked whether they were actively seeking a job.

Note: Percentages may not add up to 100% due to rounding.

OPERATION SUCCESS

EDUCATIONAL BACKGROUND OF PARENTS

PILOT YEAR ONE

1982 - 1983

THREE TARGET SCHOOLS

	<u>TOTAL</u> <u>ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	1,764				1,764	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	2,184	100.0	1,092	100.0	1,092	100.0
a) Attended Elementary School	126	5.8	87	8.0	39	3.6
b) Completed Elementary School	156	7.1	84	7.7	72	6.6
c) Attended Jr. High/Intermediate School	93	4.2	63	5.8	30	2.7
d) Completed Jr. High/Intermediate School	174	8.0	105	9.6	69	6.3
e) Attended High School	354	16.2	177	16.2	177	16.2
f) Completed High School	471	21.6	297	27.2	174	15.9
g) Attended Vocational Education Program or School	96	4.4	51	4.7	45	4.1
h) Completed Vocational Education Program or School	60	2.7	27	2.5	33	3.0
i) Attended College	147	6.7	111	10.2	36	3.3
j) Degree Attained	39	1.8	21	1.9	18	1.6
k) No information provided for 1 parent	468	21.4	69	6.3	399	36.5
Total number of participants for whom data was not available in this category (not included in percentages)	672				672	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 20A

OPERATION SUCCESS

EDUCATIONAL BACKGROUND OF PARENTS

PILOT YEAR ONE

1982 - 1983

ERASMUS

	<u>TOTAL</u> <u>ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	679		679		679	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	744	100.0	372	100.0	372	100.0
a) Attended Elementary School	36	4.8	21	5.6	15	4.0
b) Completed Elementary School	81	10.9	48	12.9	33	8.9
c) Attended Jr. High/Intermediate School	36	4.8	30	8.1	6	1.6
d) Completed Jr. High/Intermediate School	75	10.1	51	13.7	24	6.5
e) Attended High School	180	24.2	66	17.7	114	30.6
f) Completed High School	177	23.8	123	33.1	54	14.5
g) Attended Vocational Education Program or School	12	1.6	0	0.0	12	3.2
h) Completed Vocational Education Program or School	9	1.2	0	0.0	9	2.4
i) Attended College	42	5.6	30	8.1	12	3.2
j) Degree Attained	9	1.2	3	0.8	6	1.6
k) No information provided for parent	87	11.7	0	0.0	87	23.4
Total number of participants for whom data was not available in this category (not included in percentages)	307		307		307	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 20B
OPERATION SUCCESS
EDUCATIONAL BACKGROUND OF PARENTS

PILOT YEAR ONE

1982 - 1983

COLUMBUS

	<u>TOTAL ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	478		478			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	666	100.0	333	100.0	333	100.0
a) Attended Elementary School	24	3.6	18	5.4	6	1.8
b) Completed Elementary School	21	3.1	6	1.8	15	4.5
c) Attended Jr. High/ Intermediate School	24	3.6	9	2.7	15	4.5
d) Completed Jr. High/ Intermediate School	60	9.0	30	9.0	30	9.0
e) Attended High School	99	14.9	57	17.1	42	12.6
f) Completed High School	144	21.6	87	26.1	57	17.1
g) Attended Vocational Education Program or School	42	6.3	24	7.2	18	5.4
h) Completed Vocational Education Program or School	30	4.5	12	3.6	18	5.4
i) Attended College	63	9.5	54	16.2	9	2.7
j) Degree Attained	24	3.6	18	5.4	6	1.8
k) No information provided for 1 parent	135	20.3	18	5.4	117	35.1
Total number of participants for whom data was not available in this category (not included in percentages)	145				145	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 20C

OPERATION SUCCESS

EDUCATIONAL BACKGROUND OF PARENTS

PILOT YEAR ONE

1982 - 1983

SEWARD

	<u>TOTAL</u> <u>ALL PARENTS</u>		<u>MOTHER</u>		<u>FATHER</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>607</u>		<u>607</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>774</u>	<u>100.0</u>	<u>387</u>	<u>100.0</u>	<u>387</u>	<u>100.0</u>
a) Attended Elementary School	66	8.5	48	12.4	18	4.6
b) Completed Elementary School	54	7.0	30	7.7	24	6.2
c) Attended Jr. High/Intermediate School	33	4.3	24	6.2	9	2.3
d) Completed Jr. High/Intermediate School	39	5.0	24	6.2	15	3.9
e) Attended High School	75	9.7	54	13.9	21	5.4
f) Completed High School	150	19.4	87	22.5	63	16.3
g) Attended Vocational Education Program or School	42	5.4	27	7.0	15	3.9
h) Completed Vocational Education Program or School	21	2.7	15	3.9	6	1.5
i) Attended College	42	5.4	27	7.0	15	3.9
j) Degree Attained	6	0.8	0	0.0	6	1.5
k) No information provided for 1 parent	246	31.8	51	13.2	195	50.4
Total number of participants for whom data was not available in this category (not included in percentages)	220				220	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 21

OPERATION SUCCESS

NUMBER OF PERSONS IN PARTICIPANTS HOUSEHOLDS

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL</u> <u>ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,691</u>	<u>100.0</u>	<u>654</u>	<u>100.0</u>	<u>454</u>	<u>100.0</u>	<u>583</u>	<u>100.0</u>
2 persons in household	26	1.5	7	1.1	11	2.4	8	1.4
3 persons in household	282	16.7	69	10.5	109	24.0	104	17.8
4 persons in household	554	32.8	192	29.4	183	40.3	179	30.7
5 persons in household	319	18.9	153	23.4	70	15.4	96	16.5
6 persons in household	243	14.4	99	15.1	56	12.3	88	15.1
7 persons in household	137	8.1	81	12.4	11	2.4	45	7.7
8 persons in household	96	5.7	39	6.0	8	1.8	49	8.4
9 persons in household	18	1.1	7	1.1	3	0.7	8	1.4
10 persons in household	16	0.9	7	1.1	3	0.7	6	1.0
Total number of participants for whom data was not available in this category (not included in percentages)	73		25		24		24	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 22

OPERATION SUCCESS

PARTICIPANT FAMILIES RECEIVING PUBLIC ASSISTANCE

PILOT YEAR ONE

1982 - 1983

	<u>TOTAL ALL PARTICIPANTS</u>		<u>ERASMUS</u>		<u>COLUMBUS</u>		<u>SEWARD</u>	
	<u>Number</u>		<u>Number</u>		<u>Number</u>		<u>Number</u>	
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>		<u>478</u>		<u>607</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Total number of participants for whom data was available	<u>1,595</u>	<u>100.0</u>	<u>654</u>	<u>100.0</u>	<u>399</u>	<u>100.0</u>	<u>542</u>	<u>100.0</u>
Families receiving public assistance	736	46.1	289	44.2	136	34.1	311	57.4
Families <u>not</u> receiving public assistance	859	53.9	365	55.8	263	65.9	231	42.6
Total number of participants for whom data was not available in this category (not included in percentages)	169		25		79		65	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 23
OPERATION SUCCESS
PARENTS STUDENTS LIVE WITH
PILOT YEAR ONE
1982 - 1983

	<u>TOTAL</u> <u>ALL PARTICIPANTS</u>		<u>ERASMUS</u>	<u>COLUMBUS</u>	<u>SEWARD</u>			
	<u>Number</u>		<u>Number</u>	<u>Number</u>	<u>Number</u>			
Total number of persons enrolled in O.S.* Program	<u>1,764</u>		<u>679</u>	<u>478</u>	<u>607</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
Total number of participants for whom data was available	<u>1,697</u>	<u>100.0</u>	<u>656</u>	<u>100.0</u>	<u>459</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Participants Live With</u>								
Two Parent Households (Mother and Father)	<u>528</u>	<u>31.1</u>	<u>131</u>	<u>20.0</u>	<u>252</u>	<u>54.9</u>	<u>145</u>	<u>24.9</u>
Single Parent Households	<u>1,169</u>	<u>68.9</u>	<u>525</u>	<u>80.0</u>	<u>207</u>	<u>45.1</u>	<u>437</u>	<u>75.1</u>
Mother	970	83.0	407	77.5	169	81.6	394	90.2
Father	199	17.0	118	22.5	38	18.4	43	9.8
Total number of participants for whom data was not available in this category (not included in percentages)	67		23		19		25	

* Operation Success

Note: Percentages may not add up to 100% due to rounding.

TABLE 24

ATTENDANCE RATES OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

BROOKLYN

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>1982-1983</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>CHANGE</u> <u>ATTENDANCE</u> <u>RATE*</u>
September	77.8	83.1	+ 5.3
October	77.9	81.6	+ 3.7
November	78.3	80.7	+ 2.4
December	77.1	80.2	+ 3.1
January	71.6	80.9	+ 9.3
February	79.2	74.0	- 5.2
March	79.5	81.1	+ 1.6
April	78.6	80.6	+ 2.0
May	76.8	80.0	+ 3.2
June	71.0	73.7	+ 2.7
BROOKLYN SUBTOTAL	76.8	79.6	+ 2.8

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 25

ATTENDANCE RATES OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

BRONX

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>1982-1983</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>CHANGE</u> <u>ATTENDANCE</u> <u>RATE*</u>
September	75.1	79.5	+ 4.4
October	75.8	78.5	+ 2.7
November	74.4	77.3	+ 2.9
December	73.2	76.6	+ 3.4
January	69.7	77.7	+ 8.0
February	76.9	76.9	0.0
March	76.3	78.9	+ 2.6
April	75.0	77.5	+ 2.5
May	73.8	77.1	+ 3.3
June	71.7	71.0	- 0.7
BRONX SUBTOTAL	74.2	77.1	+ 2.9

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 26

ATTENDANCE RATES OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

MANHATTAN

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>1982-1983</u> <u>ATTENDANCE</u> <u>RATE*</u>	<u>CHANGE</u> <u>ATTENDANCE</u> <u>RATE*</u>
September	77.2	80.8	+ 3.6
October	78.7	81.9	+ 3.2
November	78.1	80.7	+ 2.6
December	77.9	79.8	+ 1.9
January	73.3	78.6	+ 5.3
February	79.4	79.9	+ 0.5
March	79.8	81.3	+ 1.5
April	78.6	80.3	+ 1.7
May	78.5	79.7	+ 1.2
June	75.6	76.0	+ 0.4
MANHATTAN SUBTOTAL	77.7	79.9	+ 2.2

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 27

REPORTED MONTHLY HIGH SCHOOL ATTENDANCE RATES*

ERASMUS HALL HIGH SCHOOL

ACADEMIC YEARS

1981-1982 AND 1982-1983

	1981-1982		1982-1983		CHANGE	
	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*
September	2,906	78.3	3,059	82.4	+ 153	+ 4.1
October	3,035	78.4	3,130	80.5	+ 95	+ 2.1
November	3,004	77.8	3,096	79.7	+ 92	+ 1.4
December	2,976	78.2	3,023	78.6	+ 47	+ 0.4
January	2,946	69.7	2,964	79.2	+ 18	+ 9.5
February	2,934	79.3	3,021	78.3	+ 87	- 1.0
March	2,846	79.4	2,965	80.8	+ 119	+ 1.4
April	2,820	77.0	2,949	79.7	+ 129	+ 2.7
May	2,773	77.3	2,899	79.1	+ 126	+ 1.8
June	2,622	58.2	2,827	72.4	+ 205	+14.2
ERASMUS SUBTOTAL	2,886	75.4	2,993	79.1	+ 107	+ 3.7

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 28

REPORTED MONTHLY HIGH SCHOOL ATTENDANCE RATES*

CHRISTOPHER COLUMBUS HIGH SCHOOL

ACADEMIC YEARS

1981-1982 AND 1982-1983

	1981-1982		1982-1983		CHANGE	
	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*
September	3,073	79.4	2,993	83.5	- 80	+ 4.1
October	2,974	77.0	2,866	80.6	- 108	+ 3.6
November	2,920	77.4	2,772	78.0	- 148	+ 0.6
December	2,886	67.1	2,708	76.6	- 178	+ 9.5
January	2,714	65.8	2,667	76.7	- 47	+ 10.9
February	2,689	79.5	2,599	78.7	- 90	- 0.8
March	2,591	77.5	2,580	80.8	- 11	+ 3.3
April	2,557	76.8	2,550	80.1	- 7	+ 3.3
May	2,500	74.6	2,441	84.2	- 59	+ 9.6
June	2,489	69.8	2,440	78.8	- 49	+ 9.0
COLUMBUS SUBTOTAL	2,739	74.5	2,662	79.8	- 77	+ 5.3

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 29

REPORTED MONTHLY HIGH SCHOOL ATTENDANCE RATES*

SEWARD PARK HIGH SCHOOL

ACADEMIC YEARS

1981-1982 AND 1982-1983

	1981-1982		1982-1983		CHANGE	
	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*	GROSS REGISTER	ATTENDANCE RATE*
September	4,022	75.2	3,910	82.6	- 112	+ 7.4
October	4,043	76.7	4,069	82.7	+ 26	+ 6.0
November	3,906	76.9	3,983	82.0	+ 77	+ 5.1
December	3,851	77.8	3,833	80.6	- 18	+ 2.8
January	3,850	74.0	3,833	79.5	- 17	+ 5.5
February	3,719	78.8	3,793	77.7	+ 74	- 1.1
March	3,553	79.8	3,691	79.7	+ 138	- 0.1
April	3,480	79.4	3,598	78.8	+ 118	- 0.6
May	3,356	82.6	3,523	78.9	+ 167	- 3.7
June	3,356	77.9	3,523	74.4	+ 167	- 3.5
SEWARD SUBTOTAL	3,713	77.9	3,776	79.7	+ 63	+ 1.8

* Including LTA's

Source: Based on data from NYC Board of Education
High School Attendance Percentages for
Academic Years 1981-1982 and 1982-1983.

TABLE 30

ENROLLMENT REGISTERS OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

BROOKLYN

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>GROSS</u> <u>REGISTER</u>	<u>1982-1983</u> <u>GROSS</u> <u>REGISTER</u>	<u>CHANGE</u> <u>GROSS</u> <u>REGISTER</u>
September	58,219	50,613	- 7,606
October	56,941	49,529	- 7,412
November	56,027	48,298	- 7,729
December	55,070	47,490	- 7,580
January	54,401	46,837	- 7,564
February	53,001	45,846	- 7,155
March	52,188	45,260	- 6,928
April	51,338	44,299	- 7,039
May	50,008	43,650	- 6,358
June	49,141	43,140	- 6,001
BROOKLYN SUBTOTAL	53,633	46,496	- 7,137

Source: Based on data from NYC Board of Education
High School Gross Enrollment Registers for
Academic Years 1981-1982 and 1982-1983.

TABLE 31

ENROLLMENT REGISTERS OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

BRONX

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>GROSS</u> <u>REGISTER</u>	<u>1982-1983</u> <u>GROSS</u> <u>REGISTER</u>	<u>CHANGE</u> <u>GROSS</u> <u>REGISTER</u>
September	52,734	50,577	- 2,157
October	51,175	49,327	- 1,853
November	49,870	47,937	- 1,933
December	48,834	47,018	- 1,816
January	47,939	46,323	- 1,616
February	47,233	45,524	- 1,709
March	46,131	44,652	- 1,479
April	45,153	43,703	- 1,450
May	44,047	42,801	- 1,246
June	43,264	42,070	- 1,194
BRONX SUBTOTAL	47,638	45,993	- 1,645

Source: Based on data from NYC Board of Education
High School Gross Enrollment Registers for
Academic Years 1981-1982 and 1982-1983.

TABLE 32

ENROLLMENT REGISTERS OF NYC ACADEMIC AND VOCATIONAL HIGH SCHOOLS

MANHATTAN

ACADEMIC YEARS

1981-1982 AND 1982-1983

	<u>1981-1982</u> <u>GROSS</u> <u>REGISTER</u>	<u>1982-1983</u> <u>GROSS</u> <u>REGISTER</u>	<u>CHANGE</u> <u>GROSS</u> <u>REGISTER</u>
September	48,542	44,955	- 3,587
October	47,401	47,095	- 306
November	46,441	43,351	- 3,090
December	45,642	42,362	- 3,280
January	44,762	41,967	- 2,795
February	43,155	40,727	- 2,428
March	42,128	40,084	- 2,044
April	41,487	39,215	- 2,272
May	40,600	38,498	- 2,102
June	40,050	38,150	- 1,900
MANHATTAN SUBTOTAL	44,020	41,640	- 2,380

Source: Based on data from NYC Board of Education
High School Gross Enrollment Registers for
Academic Years 1981-1982 and 1982-1983.

TABLE 33
OPERATION SUCCESS
RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
1982 - 1983

The following table summarizes the responses given to the pre-attitude survey administered to the Operation Success summer and fall enrollees, during the academic year 1982 - 1983. Students were asked to complete this questionnaire at the time of their original enrollment into the program.

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
1. I like the school I last attended										
a) a lot	430	29.9	167	32.1	95	28.1	168	28.9		
b) a little	733	50.9	282	54.2	199	58.9	252	43.3		
c) not at all	272	18.9	69	13.3	41	12.1	162	27.8		
*Don't know	5	0.3	2	0.4	3	0.9	0	0.0		
2. I went to school										
a) all the time	449	31.2	133	25.6	99	29.3	217	37.3		
b) once in a while	640	44.4	225	43.3	149	44.0	266	45.7		
c) rarely (absent most of the time)	351	24.4	162	31.2	90	26.7	99	17.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>					
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Questions & Responses</u>								
3. I went to classes								
a) all the time	424	29.4	131	25.2	112	33.1	181	31.1
b) sometimes	786	54.6	270	51.9	172	50.9	344	59.1
c) never	230	16.0	119	22.9	54	16.0	57	9.8
4. I went to school to learn								
a) yes	1,325	92.0	489	94.0	317	93.8	519	89.2
b) no	115	8.0	31	6.0	21	6.2	63	10.8
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0
5. I went to school because my parents forced me								
a) yes	336	23.3	66	12.7	90	26.6	180	30.9
b) no	1,097	76.2	449	86.3	248	73.4	400	68.7
*Don't know	7	0.5	5	1.0	0	0.0	2	0.3

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>					
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Questions & Responses</u>								
6. I went to school to hang out with my friends								
a) yes	611	42.4	193	37.1	141	41.7	277	47.6
b) no	823	57.2	325	62.5	193	57.1	305	52.4
*Don't know	6	0.4	2	0.4	4	1.2	0	0.0
7. The mood in the school made me nervous								
a) yes, all the time	60	4.2	19	3.7	13	3.8	28	4.8
b) sometimes	671	46.6	239	46.0	171	50.6	261	44.8
c) never	698	48.5	256	49.2	153	45.3	289	49.7
*Don't know	11	0.8	6	1.2	1	0.3	4	0.7
8. I feel safe at school								
a) yes	933	64.8	323	62.1	226	66.9	384	66.0
b) no	488	33.9	195	37.5	104	30.8	189	32.5
c) don't know	19	1.3	2	0.4	8	2.4	9	1.5

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>					
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Questions & Responses</u>								
9. The mood at the school was relaxed								
a) yes	750	52.1	224	43.1	204	60.4	322	55.3
b) no	662	46.0	292	56.2	123	36.4	247	42.4
c) Don't know	28	1.9	4	0.8	11	3.3	13	2.2
10. You could get away with anything at school								
a) yes	321	22.3	87	16.7	69	20.4	165	28.3
b) no	1,114	77.4	430	82.7	267	79.0	417	71.6
*Don't know	5	0.3	3	0.6	2	0.6	0	0.0
11. The work at school was								
a) hard	245	17.0	60	11.5	49	14.5	136	23.4
b) easy	279	19.4	114	21.9	63	18.6	102	17.5
c) about right/fair	916	63.6	346	66.5	226	66.9	344	59.1

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>				<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
12) Teachers in school were										
a) easy to understand	704	48.9	306	58.8	167	49.4	231	39.7		
b) hard to understand	389	27.0	88	16.9	87	25.7	214	36.8		
c) I don't know	347	24.1	126	24.2	84	24.9	137	23.5		
13) My parents liked the school I attended										
a) yes	698	48.5	214	41.2	181	53.6	303	52.1		
b) no	326	22.6	114	21.9	62	18.3	150	25.8		
c) I don't know	416	28.9	192	36.9	95	28.1	129	22.2		
14) Most of the students obeyed the rules										
a) all the time	119	8.3	39	7.5	21	6.2	59	10.1		
b) sometimes	1,093	75.9	410	78.8	252	74.6	431	74.1		
c) never	219	15.2	70	13.5	60	17.8	89	15.3		
*Don't know	9	0.6	1	0.2	5	1.5	3	0.5		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

	<u>Responses</u> <u>All</u> <u>3 Schools</u>		<u>Responses by School</u>					
	<u>No.</u>	<u>Percent</u>	<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Questions & Responses</u>								
15. I tried to do my best at school								
a) yes	1,150	79.9	441	84.8	259	76.6	450	77.3
b) no	285	19.8	77	14.8	77	22.8	131	22.5
*Don't know	5	0.3	2	0.4	2	0.6	1	0.2
16. I really felt like I belonged in school								
a) yes	780	54.2	215	41.3	163	48.2	402	69.1
b) no	642	44.6	305	58.7	165	48.8	172	29.6
*Don't know	18	1.3	0	0.0	10	3.0	8	1.4
17. There were too many students in my classes								
a) yes	438	30.4	146	28.1	116	34.3	176	30.2
b) no	991	68.8	370	71.2	217	64.2	404	69.4
*Don't know	11	0.8	4	0.8	5	1.5	2	0.3

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
18. My teachers usually had time to help me with my work										
a) yes	745	51.7	235	45.2	173	51.2	337	57.9		
b) no	646	44.9	278	53.5	156	46.2	212	36.4		
*Don't know	49	3.4	7	1.3	9	2.7	33	5.7		
19. I will be able to use what I learned in school for a future career										
a) yes	861	59.8	207	39.8	243	71.9	411	70.6		
b) no	546	37.9	304	58.5	86	25.4	156	26.8		
*Don't know	33	2.3	9	1.7	9	2.7	15	2.6		
20. I did my homework										
a) always	524	36.4	240	46.2	110	32.5	174	29.9		
b) sometimes	701	48.7	251	48.3	192	56.8	258	44.3		
c) never	212	14.7	29	5.6	33	9.8	150	25.8		
*Don't know	3	0.2	0	0.0	3	0.9	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

TABLE 34
 OPERATION SUCCESS
RESULTS OF POST-ATTITUDE SURVEY
 SUMMER AND ACADEMIC YEAR COMBINED
 1982 - 1983

The following tables summarize the combined responses given to the post-attitude survey administered to the Operation Success summer and academic year program participants. Students were asked to complete this questionnaire after participating in the program for at least six months.

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>3 Schools</u>		<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
1. I like school										
a) a lot	725	50.3	310	59.6	75	22.2	340	58.4		
b) a little	541	37.6	98	18.8	241	71.3	202	34.7		
c) not at all	174	12.1	112	21.5	22	6.5	40	6.9		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
2. I go to school										
a) all the time	925	64.2	480	92.3	101	29.9	344	59.1		
b) once in a while	439	30.5	27	5.2	222	65.7	190	32.7		
c) rarely (absent most of the time)	76	5.3	13	2.5	15	4.4	48	8.2		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
3. I go to classes										
a) all of the time	976	67.8	498	95.8	100	29.6	378	64.9		
b) sometimes	433	30.1	17	3.3	224	66.3	192	33.0		
c) never	31	2.1	5	1.0	14	4.1	12	2.1		
4. I go to school to learn										
a) yes	1,364	94.7	510	98.1	329	97.3	525	90.2		
b) no	71	4.9	5	1.0	9	2.7	57	9.8		
*Don't know	5	0.3	5	1.0	0	0.0	0	0.0		
5. I go to school because my parents force me										
a) yes	303	21.0	16	3.1	41	12.1	246	42.3		
b) no	1,125	78.1	504	96.9	297	87.9	324	55.7		
*Don't know	12	0.8	0	0.0	0	0.0	12	2.0		

*Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY
SUMMER AND ACADEMIC YEAR COMBINED
1982 - 1983

	<u>Responses</u> <u>All</u> <u>3 Schools</u>		<u>Responses by School</u>					
	<u>No.</u>	<u>Percent</u>	<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>
<u>Questions & Responses</u>								
6. I go to school to hang out with my friends								
a) yes	187	13.0	11	2.1	13	3.8	163	28.0
b) no	1,219	84.7	504	96.9	325	96.2	390	67.0
*Don't know	34	2.4	5	1.0	0	0.0	29	5.0
7. The mood in the school makes me nervous								
a) yes, all the time	226	15.7	9	1.7	84	24.9	133	22.9
b) sometimes	537	37.3	241	46.3	115	34.0	181	31.1
c) never	669	46.5	270	51.9	139	41.1	260	44.7
*Don't know	8	0.5	0	0.0	0	0.0	8	1.3
8. I feel safe at school								
a) yes	1,186	82.4	463	89.0	256	75.7	467	80.2
b) no	212	14.7	25	4.8	82	24.3	105	18.1
*Don't know	42	2.9	32	6.2	0	0.0	10	1.7

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>								
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>				
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>			
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>			
<u>Questions & Responses</u>											
9. The mood at the school is relaxed											
a) yes	1,194	82.9	463	89.0	301	89.1	430	73.9			
b) no	206	14.3	25	4.8	36	10.7	145	24.9			
c) Don't know	40	2.8	32	6.2	1	0.2	7	1.2			
10. You can get away with anything at school											
a) yes	296	20.6	55	10.6	59	17.5	182	31.3			
b) no	1,135	78.8	457	87.9	278	82.2	400	68.7			
*Don't know	9	0.6	8	1.5	1	0.3	0	0.0			
11. The work at school is											
a) hard	226	15.7	75	14.4	37	10.9	114	19.6			
b) easy	196	13.6	49	9.4	51	15.1	96	16.5			
c) about right/fair	1,018	70.7	396	76.2	250	74.0	372	63.9			

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>				<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
12. Teachers in the school are										
a) easy to understand	980	68.1	456	87.7	234	69.2	290	49.8		
b) hard to understand	218	15.1	12	2.3	67	19.8	139	23.9		
c) I don't know	242	16.8	52	10.0	37	11.0	153	26.3		
13. My parents liked the school I attended										
a) yes	957	66.5	442	85.0	268	79.3	247	42.4		
b) no	235	16.3	40	7.7	46	13.6	149	25.6		
c) I don't know	248	17.2	38	7.3	24	7.1	186	32.0		
14. Most of the students obey rules										
a) all the time	408	28.3	75	14.4	51	15.1	282	48.5		
b) sometimes	930	64.6	392	75.4	269	79.6	269	46.2		
c) never	99	6.9	51	9.8	17	5.0	31	5.3		
*Don't know	3	0.2	2	0.4	1	0.3	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
15. I try to do my best at school										
a) yes	1,342	93.2	507	97.5	315	93.2	520	89.3		
b) no	98	6.8	13	2.5	23	6.8	62	10.7		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
16. I really feel like I belong in school										
a) yes	1,217	84.5	510	98.1	260	76.9	447	76.8		
b) no	223	15.5	10	1.9	78	23.1	135	23.2		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
17. There are too many students in my classes										
a) yes	377	26.2	27	7.1	159	47.0	181	31.1		
b) no	1,034	71.8	470	90.4	170	50.3	394	67.7		
*Don't know	29	2.0	13	2.5	9	2.7	7	1.2		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER AND ACADEMIC YEAR COMBINED

1982 - 1983

	<u>Responses</u>		<u>Responses by School</u>								
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>				
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	
<u>TOTAL RESPONDENTS</u>	<u>1,440</u>	<u>100.0</u>	<u>520</u>	<u>100.0</u>	<u>338</u>	<u>100.0</u>	<u>582</u>	<u>100.0</u>			
<u>Questions & Responses</u>											
18. My teachers have time to help me with my work											
a) yes	1,242	86.3	505	97.1	313	92.6	424	72.9			
b) no	187	13.0	15	2.9	24	7.1	148	25.4			
*Don't know	11	0.8	0	0.0	1	0.3	10	1.7			
19. I will be able to use what I learned in school for a future career											
a) yes	1,219	84.7	519	99.8	318	94.1	382	65.6			
b) no	209	14.5	1	0.2	19	5.6	189	32.5			
*Don't know	12	0.8	0	0.0	1	0.3	11	1.9			
20. I do my homework											
a) always	1,089	75.7	475	91.3	294	87.0	320	55.0			
b) sometimes	313	21.7	43	8.3	35	10.4	235	40.4			
c) never	35	2.4	2	0.4	7	2.0	26	4.5			
*Don't know	3	0.2	0	0.0	2	0.6	1	0.1			

* Student supplied response

Percentages may not add up to 100% due to rounding

TABLE 33A
OPERATION SUCCESS
RESULTS OF PRE-ATTITUDE SURVEY
SUMMER PROGRAM
AUGUST 1982

The following table summarizes the responses given to the pre-attitude survey administered to the Operation Success fall enrollees. Students were asked to complete this questionnaire at the time of their original enrollment (August '82).

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>				<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
1. I like the school I last attended										
a) a lot	31	29.5	18	41.9	1	5.0	12	28.6		
b) a little	40	38.1	13	30.2	12	60.0	15	35.7		
c) not at all	34	32.4	12	27.9	7	35.0	15	35.7		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
2. I went to school										
a) all the time	27	25.7	14	32.6	1	5.0	12	28.6		
b) once in a while	44	41.9	17	39.5	12	60.0	15	35.7		
c) rarely (absent most of the time)	34	32.4	12	27.9	7	35.0	15	35.7		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>								
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>				
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>			
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>			
<u>Questions & Responses</u>											
3. I went to classes											
a) all the time	29	27.6	15	34.9	4	20.0	10	23.8			
b) sometimes	70	66.7	25	58.1	16	80.0	29	69.0			
c) never	6	5.7	3	7.0	0	0.0	3	7.1			
4. I went to school to learn											
a) yes	93	88.6	39	90.7	17	85.0	37	88.1			
b) no	12	11.4	4	9.3	3	15.0	5	11.9			
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0			
5. I went to school because my parents forced me											
a) yes	29	27.6	9	20.9	7	35.0	13	31.0			
b) no	76	72.4	34	79.1	13	65.0	29	69.0			
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0			

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
6. I went to school to hang out with my friends										
a) yes	44	41.9	22	51.2	9	45.0	13	31.0		
b) no	58	55.2	19	44.2	10	5.0	29	69.0		
*Don't know	3	2.9	2	4.7	1	0.5	0	0.0		
7. The mood in the school made me nervous										
a) yes, all the time	8	7.6	4	9.3	1	5.0	3	7.1		
b) sometimes	42	40.0	14	32.6	12	60.0	16	38.1		
c) never	55	52.4	25	58.1	7	35.0	23	54.8		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
8. I feel safe at school										
a) yes	61	58.1	23	53.5	10	50.0	28	66.7		
b) no	42	40.0	18	41.9	10	50.0	14	33.3		
c) don't know	2	1.9	2	4.7	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u> <u>All</u> <u>3 Schools</u>		<u>Responses by School</u>					
	<u>No.</u>	<u>Percent</u>	<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>
<u>Questions & Responses</u>								
9. The mood at the school was relaxed								
a) yes	37	35.2	14	32.6	5	25.0	18	42.9
b) no	65	61.9	28	65.1	14	70.0	23	54.8
c) Don't know	3	2.9	1	2.3	1	5.0	1	2.4
10. You could get away with anything at school								
a) yes	28	26.7	15	34.9	8	40.0	5	11.9
b) no	77	73.3	28	65.1	12	60.0	37	88.1
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0
11. The work at school was								
a) hard	10	9.5	3	7.0	3	15.0	4	9.5
b) easy	21	20.0	12	27.9	4	20.0	5	11.9
c) about right/fair	4	70.4	28	65.1	13	65.0	33	78.6

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>3 Schools</u>									
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
12. Teachers in school were										
a) easy to understand	34	32.4	9	20.9	6	30.0	19	45.2		
b) hard to understand	38	36.2	16	37.2	8	40.0	14	33.3		
c) I don't know	33	31.4	18	41.9	6	30.0	9	21.4		
13. My parents liked the school I attended										
a) yes	38	36.2	12	27.9	14	70.0	12	28.6		
b) no	33	31.4	19		1	5.0	13	30.9		
c) I don't know	34	32.4	12	27.9	5	25.0	17	40.5		
14. Most of the students obeyed the rules										
a) all the time	3	2.9	0	0.0	1	5.0	2	4.8		
b) sometimes	76	72.4	29	67.4	13	65.0	34	80.9		
c) never	25	23.8	13	30.2	6	30.0	6	14.3		
*Don't know	1	0.9	1	2.3	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
15. I tried to do my best at school										
a) yes	73	69.5	30	69.8	14	70.0	29	69.0		
b) no	30	28.6	12	27.9	6	30.0	12	28.6		
* Don't know	2	1.9	1	2.3	0	0.0	1	2.4		
16. I really felt like I belonged in school										
a) yes	61	58.1	29	67.4	7	35.0	25	59.5		
b) no	42	40.0	14	32.6	12	60.0	16	38.1		
* Don't know	2	1.9	0	0.0	1	5.0	1	2.4		
17. There were too many students in my classes										
a) yes	47	44.8	17	39.5	9	45.0	21	50.0		
b) no	57	54.3	25	58.1	11	55.0	21	50.0		
*Don't know	1	0.9	1	2.3	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF PRE-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>3 Schools</u>		<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
18. My teachers usually had time to help me with my work										
a) yes	44	41.9	15	34.9	9	45.0	20	47.6		
b) no	57	54.3	27	62.8	10	50.0	20	47.6		
* Don't know	4	3.8	1	2.3	1	5.0	2	4.8		
19. I will be able to use what I learned in school for a future career										
a) yes	64	60.9	23	53.5	12	60.0	29	69.0		
b) no	26	34.3	18	41.9	7	35.0	11	26.2		
* Don't know	5	4.8	2	4.7	1	5.0	2	4.8		
20. I did my homework										
a) always	32	30.5	18	41.9	3	15.0	11	26.2		
b) sometimes	62	59.1	22	51.2	13	65.0	27	64.3		
c) never	11	10.5	3	7.0	4	20.0	4	9.5		

* Student supplied response

Percentages may not add up to 100% due to rounding

TABLE 34A
OPERATION SUCCESS
RESULTS OF POST-ATTITUDE SURVEY

SUMMER PROGRAM

AUGUST 1982

The following tables summarize the responses given to the post-attitude survey administered to the Operation Success summer program participants. Students were asked to complete this questionnaire after participating in the program for at least six months. All responses were given prior to June 30, 1983.

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>				<u>Columbus</u>		<u>Seward</u>	
	<u>3 Schools</u>		<u>No.</u>		<u>Percent</u>		<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
	<u>No.</u>	<u>Percent</u>								
TOTAL RESPONDENTS	105	100.0	43	100.0	20	100.0	42	100.0		
<u>Questions & Responses</u>										
1. I like school										
a) a lot	78	74.3	21	48.8	18	90.0	39	92.9		
b) a little	24	22.9	20	46.5	1	5.0	3	7.1		
c) not at all	3	2.9	2	4.7	1	5.0	0	0.0		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
2. I go to school										
a) all the time	104	99.0	42	97.7	20	100.0	42	100.0		
b) once in a while	1	1.0	1	2.3	0	0.0	0	0.0		
c) rarely (absent most of the time	0	0.0	0	0.0	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>		
TOTAL RESPONDENTS	105	100.0	43	100.0	20	100.0	42	100.0		
<u>Questions & Responses</u>										
3. I go to classes										
a) all of the time	101	96.2	42	97.7	19	95.0	40	95.2		
b) sometimes	4	3.8	1	2.3	1	5.0	2	4.8		
c) never	0	0.0	0	0.0	0	0.0	0	0.0		
4. I go to school to learn										
a) yes	103	98.1	43	100.0	19	95.0	41	97.6		
b) no	2	1.9	0	0.0	1	5.0	1	2.4		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		
5. I go to school because my parents force me										
a) yes	2	1.9	2	4.7	0	0.0	0	0.0		
b) no	103	98.1	41	95.3	20	100.0	42	100.0		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>					
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
TOTAL RESPONDENTS	105	100.0	43	100.0	20	100.0	42	100.0
<u>Questions & Responses</u>								
6. I go to school to hang out with my friends								
a) yes	0	0.0	0	0.0	0	0.0	0	0.0
b) no	105	100.0	43	100.0	20	100.0	42	100.0
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0
7. The mood in the school makes me nervous								
a) yes, all the time	2	1.9	2	4.7	0	0.0	0	0.0
b) sometimes	23	21.9	10	23.2	9	45.0	4	9.5
c) never	80	76.2	31	72.1	11	55.0	38	90.5
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0
8. I feel safe at school								
a) yes	58	55.2	2	4.7	17	85.0	39	92.9
b) no	14	13.3	10	23.3	3	15.0	1	2.4
*Don't know	33	31.4	31	72.1	0	0.0	2	4.8

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>									
	<u>All</u>						<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>3 Schools</u>						<u>No. Percent</u>		<u>No. Percent</u>		<u>No. Percent</u>	
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>				
<u>Questions & Responses</u>												
9. The mood at the school is relaxed												
a) yes	53	50.5	2	4.7	17	85.0	34	81.0				
b) no	21	20.0	10	23.3	3	15.0	8	19.0				
c) Don't know	31	29.5	31	72.1	0	0.0	0	0.0				
10. You can get away with anything at school												
a) yes	18	17.1	10	23.3	5	25.0	3	7.1				
b) no	87	82.9	33	76.7	15	75.0	39	92.9				
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0				
11. The work at school is												
a) hard	15	14.3	13	30.2	0	0.0	2	4.8				
b) easy	15	14.3	4	9.3	1	5.0	10	23.8				
c) about right/fair	75	71.5	26	60.4	19	95.0	30	71.4				

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>									
	<u>All</u>						<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>3 Schools</u>			<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>				<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>	
<u>Questions & Responses</u>												
12. Teachers in the school are												
a) easy to understand	86	81.9				41	95.3	3	15.0	42	100.0	
b) hard to understand	14	13.3				0	0.0	14	70.0	0	0.0	
c) I don't know	5	4.8				2	4.7	3	15.0	0	0.0	
13. My parents liked the school I attended												
a) yes	85	81.0				43	100.0	20	100.0	22	52.4	
b) no	2	1.9				0	0.0	0	0.0	2	4.8	
c) I don't know	18	17.1				0	0.0	0	0.0	18	42.9	
14. Most of the students obey rules												
a) all the time	81	77.1				23	53.5	17	85.0	41	97.6	
b) sometimes	21	20.0				18	41.9	2	10.0	1	2.4	
c) never	1	1.0				0	0.0	1	5.0	0	0.0	
*Don't know	2	1.9				2	4.7	0	0.0	0	0.0	

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>					
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>
<u>Questions & Responses</u>								
15. I try to do my best at school								
a) yes	105	100.0	43	100.0	20	100.0	42	100.0
b) no	0	0.0	0	0.0	0	0.0	0	0.0
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0
16. I really feel like I belong in school								
a) yes	99	94.3	40	93.0	17	85.0	42	100.0
b) no	5	4.8	2	4.7	3	15.0	0	0.0
*Don't know	1	1.0	1	2.3	0	0.0	0	0.0
17. There are too many students in my classes								
a) yes	13	12.4	6	14.0	5	25.0	2	4.8
b) no	86	81.9	32	74.4	15	75.0	39	92.9
*Don't know	6	5.7	5	11.6	0	0.0	1	2.4

* Student supplied response

Percentages may not add up to 100% due to rounding

RESULTS OF POST-ATTITUDE SURVEY

SUMMER 1982

	<u>Responses</u>		<u>Responses by School</u>							
	<u>All</u>		<u>Erasmus</u>		<u>Columbus</u>		<u>Seward</u>			
	<u>3 Schools</u>									
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>TOTAL RESPONDENTS</u>	<u>105</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>20</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>		
<u>Questions & Responses</u>										
18. My teachers have time to help me with my work										
a) yes	101	96.2	43	100.0	19	95.0	39	92.9		
b) no	2	1.9	0	0.0	1	5.0	1	2.4		
*Don't know	2	1.9	0	0.0	0	0.0	2	4.8		
19. I will be able to use what I learned in school for a future career										
a) yes	97	92.4	43	100.0	17	85.0	37	88.1		
b) no	5	4.8	0	0.0	2	10.0	3	7.1		
*Don't know	3	2.9	0	0.0	1	5.0	2	4.8		
20. I do my homework										
a) always	101	96.2	42	97.7	20	100.0	39	92.9		
b) sometimes	4	3.8	1	2.3	0	0.0	3	7.1		
c) never	0	0.0	0	0.0	0	0.0	0	0.0		
*Don't know	0	0.0	0	0.0	0	0.0	0	0.0		

* Student supplied response

Percentages may not add up to 100% due to rounding

FEEDBACK FROM
OPERATION SUCCESS
TARGET HIGH SCHOOLS

HIGH SCHOOL CORRESPONDENCE

	<u>Page</u>
I ERASMUS HALL HIGH SCHOOL	162
II SEWARD PARK HIGH SCHOOL	192
III CHRISTOPHER COLUMBUS HIGH SCHOOL	197

Erasmus Hall High School

811 PLATTSBURGH AVENUE
BROOKLYN, N. Y. 11226
BU 3-7803

HARRIET C. MAN
Stanley Saretzky

June 27, 1983

Mr. Mel Betty

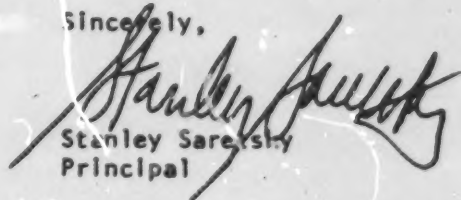
Dear Mr. Betty:

I wish to commend and thank you for the excellent job that you did this school year in the Operation Success office. The entire staff under your direction was most capable and helped to make Erasmus Hall High School truly a better place.

I was impressed with the eagerness of your entire staff when it came to working with our students in the Skills Training program, counseling truants and developing an in-house program.

My personal thanks for your cooperation. Best wishes for a pleasant summer.

Sincerely,


Stanley Saretzky
Principal

SS:cs

Tranmus Hall High School

911 FLATBUSH AVENUE

BROOKLYN, N. Y. 11226

BU 2-7803

Principal
Stanley Saretsky

January 31, 1983

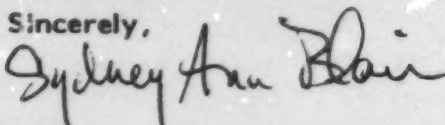
Melvin Betty

Dear Mr. Betty:

On behalf of the EMR students, I would like to thank you for providing vocational testing and counseling during the past week. Knowing that the EMR students do not receive diplomas, planning for their future education is greatly aided by your services.

My appreciation for your efforts and I look forward to the continued cooperation between the Department of Special Education and Operation Success.

Sincerely,



Sydney Ann Blair
Supervisor, Special Education

cc: Stanley Saretsky
Irwin Rosenblum



MARTIN ILIVICKY
SUPERINTENDENT

OFFICE OF THE SUPERINTENDENT OF BROOKLYN HIGH SCHOOLS
1600 AVENUE L
BROOKLYN, N.Y. 11230

TELEPHONE 258 4826

January 4, 1983

Ms. Ray Linefsky
Federation Employment and Guidance Service
114 5th Avenue - 11th floor
New York, New York 10011

Dear Ms. Linefsky:

I want to personally thank you for bringing to Erasmus Hall High School your outstanding "Employment and Guidance Services" program.

The program has added a new dimension for more than 400 students at Erasmus Hall High School by offering them realistic skills training programs and career awareness, as well as the opportunity to obtain meaningful jobs. Students and faculty have also applauded the program for giving students an opportunity to experience the world of work. The guidance component has offered students individual and group counseling which has been extremely meaningful in improving self-image and decision making for our students.

I surely hope that the program will not only be continued at Erasmus Hall High School but expanded to other Brooklyn high schools.

Again thank you for bringing to Erasmus Hall High School a guidance program which has created such a positive attitude on the part of students toward high school, and has been so effective in meeting the needs, interests and abilities of such a large number of students.

Very truly yours,

MARTIN ILIVICKY
Superintendent
Brooklyn High Schools

MI:SP:go

cc: Nathan Quinones

Erasmus Hall High School
&
Academy of the Arts

911 FLATBUSH AVENUE
BROOKLYN, N. Y. 11226
BU 2-7803

HARRIET OXMAN, PRINCIPAL

January 21, 1983

TO: MEL BETTY

Dear Mr. Betty,

May I take this opportunity to thank you for all the help you and your staff have given this term to help the students of the RX class.

Through your diligent and endless concern many students have returned to school and applied themselves for the first time.

Counselors like Tony have made this term the success that it was. Just to mention a few students like Eddie Turner, Cheryl Osujo, Sherry Webster and Andre Blount. Up to this point in their life they had not passed any classes due to poor attendance and attitude. At present their future looks much brighter. They have learned to get along with their peers and teachers. Each student was able to pass all their classes.

Again may I express my appreciation for a job well done.

SINCERELY,

Bernice Weiner
BERNICE WEINER

**Erasmus Hall High School
&
Academy of the Arts**

STANLEY SARETSKY, PRINCIPAL

**811 PLATZBUSH AVENUE
BROOKLYN, N. Y. 11226
DU 2-7833**

December 22, 1982

**Mrs. Rae Linefsky, Associate Director
F. E. C. S.
114 Fifth Avenue
New York, NY 10011**

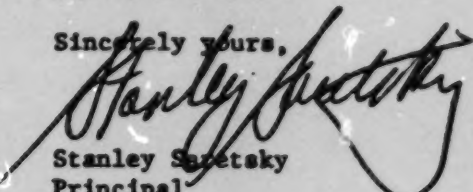
Dear Mrs. Linefsky:

Operation Success has been invaluable to Erasmus Hall High School. Our official class attendance rates have improved and there has been a significant decline in subject class cutting. I have noted that pupils have positive feelings about this program from discussions with them in guidance conferences, and other school situations.

Our pre-equivalency (RX) and equivalency (QX) programs are functioning for the first time. I know that most of these children who are now coming to school regularly, would have been total LTAs without the skills/career opportunities offered by Operation Success (FECS).

It is critical that we develop a plan for next year to begin in the Summer of 83 to help newly identified truants. Please take all the necessary steps to initiate such an action. All of our facilities are available to you and I will help you in any way possible.

Sincerely yours,


**Stanley Saretsky
Principal**

SS/bk

Erasmus Hall High School & Academy of the Arts

STANLEY SARLITSKY, PRINCIPAL

811 FLATBUSH AVENUE
BROOKLYN, N. Y. 11226
BU 2-7883

November 15, 1982

Mrs. Rae Linefsky
Federation Employment & Guidance Service
114 Fifth Avenue
New York, New York 10011

Dear Mrs. Linefsky:

We are now in the tenth week of the term and it is obvious that OPERATION SUCCESS has and is continuing to make a difference at Erasmus Hall. The FECS personnel are outstanding. Mr. Betty is most cooperative and has led the counseling and other services to make this an effective program.

The positive aspects of your program are obvious from the data listed below. Random weeks of the school year were chosen for comparison purposes. Some weeks have fewer than five days because of holidays:

Second week of the Fall term: (Daily Average Percentages)

<u>1981:</u>	9/18.....	75%	<u>1982:</u>	9/20.....	82%
	9/21	77%		9/21	80%
	9/22	79%		9/22	81%
	9/23	79%		9/23	80%
				9/24	80%

Sixth week of the Fall term:

<u>1981:</u>	10/13....	76%	<u>1982:</u>	10/14.....	81%
	10/14	78%		10/15	82%
	10/15	78%		10/16	79%
	10/16	77%		10/17	80%
	10/19	77%		10/20	82%

Ninth week of the Fall term:

<u>1981:</u>	11/2....	52%	<u>1982:</u>	11/4.....	82%
	11/4	82%		11/5	80%
	11/5	79%		11/8	80%
				11/9	82%
				11/10	81%

LTA's (long term absentees)

September 1981	236	September 1982	183
October 1981	224	October 1982	168

From my own direct classroom observations and indirectly from Assistant Principals' observations and teacher discussions we have learned that attendance is not only greater through the official class but attendance is up in all classes due to a decline in cutting. The follow-up that OPERATION

FEES (OPERATION SUCCESS)

NOVEMBER 15, 1982

SUCCESS has provided on cutters has made a noticeable difference. We are indebted to you and thank you for assigning outstanding personnel as Mr. Betty. We look forward to greater strides in the future and we should be able to provide greater evidence of your success as the data becomes available.

Yours Sincerely,

Stanley Sarnesky
Stanley Sarnesky
Principal

BEST COPY AVAILABLE



Seward Park High School

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N. Y. 10002
Telephone: 674-7000

June 1983

Katherine Marshall
Coordinator
Operation Success
Seward Park High School

Dear Kathy:

On behalf of the guidance department, I'd like to express our gratitude to you and the Operation Success staff that has worked with us since the Spring of 1982 in order to plan and execute the program which developed during school year 1982-83. Nothing has been easy. You targeted for the receipt of holding power services the most difficult or neediest group of youngsters; we tried to make office space where there was no space to be had; we developed a series of credit bearing activities - internships, skills training, career counseling, and your very dedicated staff set about connecting with kids and parents.

Looking over the statistics published in April, I am impressed by the number of students reached and by the number who completed some portion of the Operation Success program. I also look back with admiration to the two Career Day activities which Operation Success co-sponsored, and we look forward to the June 28th ceremony celebrating the success of many youngsters.

I do hope we'll be able to continue the fine work begun last year. I know the program has touched the lives of many of our youngsters.

Sincerely,

Helen Cohen
Assistant Principal
Pupil Personnel Services

HC:yt

c. c. Dr. Kriftcher

**Seward Park
High School**

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N.Y. 10002
Telephone: 674-7000

June 24, 1983

Ms. Katherine Marshall

Dear Ms. Marshall:

I could not permit this school year to end without expressing to you my appreciation for the effort you have made and the progress we have achieved. Seward is very much on the educational map!

Our youngsters come to us with a host of personal, social and educational problems. You guide them, cajole them, prod them and, ultimately, educate them to become productive, responsible citizens by force of your own example. They are appreciative, and so am I.

As we close another school year and begin another summer respite, I extend to you my very best wishes for a restful and healthful summer vacation. I look forward to greeting you in September so that we may continue the often exhausting yet essential work we have begun.

Cordially,

Noel N. Kriftcher
Principal

NNK:sm

**Seward Park
High School**

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N.Y. 10002
Telephone: 674-7000

April 27, 1983

Ms. Katherine Marshall
Operation Success

Dear Ms. Marshall:

Thank you for sending me the second edition of the Operation Success "Express." You have succeeded not only in motivating youngsters to write but you have also encouraged the development of a sense of pride and group identity.

Please convey my congratulations to Sean Sampson and to the other members of the "Express" staff. I look forward to the next issue which, I am sure, will be an expanded version with even greater participation.

Cordially,

Noel N. Kriftcher

Principal

NNK:ers

Board of Education • City of New York

gr.



Seward Park High School

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N. Y. 10002
Telephone: 674-7000

April 15, 1983

Ms. Chanie Wilcher

Dear Chanie,

I'd like to thank you for the role you and Kathy Marshall played in the success of Career Day, 1983. It was very exciting to have Miriam Friedlander present and I know the staff and students enjoyed hearing about careers in the secret service.

We're also grateful for the generous contributions from local merchants that you were able to obtain for the breakfast refreshments. Next year maybe we'll even pull off an assembly.

Sincerely,

Helen Cohen
Assistant Principal
Pupil Personnel Services

HC:yt

c. c. Dr. Kriftcher
Mrs. Abberman
Mr. Levine



Seward Park High School

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N. Y. 10002
Telephone: 674-7000

December 9, 1982

Ms. Rae Linefsky
Federation Employment and Guidance Service
114 Fifth Avenue
New York, New York 10011

Dear Ms. Linefsky:

I am pleased with the progress that Operation Success appears to be making thus far, particularly in view of the fact that last summer's activities enabled us to get a head start on the current school year. Since we are anticipating a continuation of this program, is it reasonable to expect that there will be a summer component during July, 1983?

Cordially,

Principal

NNK:ers



CHRISTOPHER COLUMBUS HIGH SCHOOL

925 ASTOR AVENUE, BRONX, NEW YORK 10469 231-5000

GRACE M. ROSA
Principal

June 27, 1983

Ellen Pepperberg

Dear Ellen,

Our first year with "Operation Success", while not without its problems has been most successful. That success is due largely to you and to your very capable staff. Know that I am deeply grateful to each of you for your many valuable contributions to our overall guidance effort.

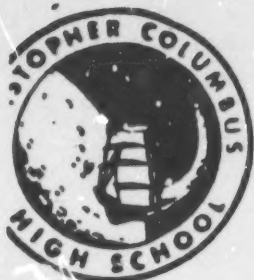
My best wishes to each of you for an equally successful summer vacation - filled with sunny days and good times.

Cordially,

LIBORIO J. LAMAGNA
Assistant Principal

mc

c: Grace M. Rosa, Principal



CHRISTOPHER COLUMBUS HIGH SCHOOL

925 ASTOR AVENUE, BRONX, NEW YORK 10469 231-5000

GRACE M. ROSA
Principal

October 14, 1982

Ellen Supperberg

Dear Ellen,

Please accept my grateful appreciation for your willingness to assist our guidance effort in every possible way. I refer of course, to your participation in the Bronx high school guidance counselor meeting on September 29, at which you presented a very complete description of our "Operation Success" program. Although I was not present, I kept my ear to the ground and received a very positive feedback.

Further your informative comments today at our own monthly guidance department meeting were skillfully presented and clearly designed to encourage a smooth working relationship between your "Operation Success" team and our guidance staff. I see only good things ahead in our common effort to help troubled young people.

Thank you for your good work. I'm glad you're part of us.

Cordially,

Roberto J. Lamagna
ROBERTO J. LAMAGNA
Assistant Principal

BC

c: Grace M. Rosa, Principal

206

BEST COPY - 198 -



CHRISTOPHER COLUMBUS HIGH SCHOOL

925 ASTOR AVENUE, BRONX, NEW YORK 10469 231-5000

GRACE M. ROSA
Principal

January 11, 1983

Mrs. Rae Linefsky
Federation Employment & Guidance Service
114 Fifth Avenue
New York, N. Y. 10011

Dear Mrs. Linefsky:

I am delighted with the F.E.G.S. efforts in Columbus High School to date, simply because they have worked to increase our students attendance, and are continuing to do so.

The significance of the efforts are underlined by the prominence given to the problems of student absenteeism in Sunday's (January 9, 1983) New York Times, where the enormous difficulties of improvement are pointed up.

The F.E.G.S. efforts have worked valiantly to successfully overcome those problems. With close cooperation with our varied staff people, with strong support, immediate feedback, informed resourcefulness and capable referral, the F.E.G.S. organization has aided us greatly in improving our student attendance. The average increase of 3.2% is extraordinarily gratifying.

I look forward to constant incremental success with the program. It is exhilarating to feel that a major obstacle to academic achievement for too many students will near solution. As more data are forthcoming, I have no doubts they will reflect that solution.

Very truly yours,

Grace M. Rosa
GRACE M. ROSA
Principal

GMR:cr
cc: Mr. Nathan Quinones
Mrs. Sylvia Ballatt

LABOR MARKET INFORMATION

LABOR MARKET ACTIVITIES

Purpose and Objectives

The planning and implementation of employment programs, an integral component of the Operation Success activities, requires the knowledge of labor market conditions. In particular, it is essential that students be directed to those areas where potential part-time positions will be available while they attend school, and potential full time entry-level positions will be available when they leave high school.

The following tables are designed to provide Operation Success personnel with background information on overall labor market conditions in New York City and each of the five boroughs, as well as the most likely occupations where entry level positions are to be found.

Background Data: Employment Trends in the New York City Labor Market

In September 1982 covered employment, that is employment covered by unemployment insurance in New York City, accounted for 2.78 million jobs. The Borough of Manhattan accounted for 65.7 percent of these jobs. Queens accounted for the next largest percentage with 13.9 percent of the positions and Kings County followed closely behind with 12.8 percent. Indicative of the serious labor market conditions confronting the Bronx was the fact that only 5.8 percent of the total New York City employment was accounted for in this borough.

Looked at in yet another way, the most positions in New York City were found in the services sector. Services accounted for nearly one-third of all the employment in New York City. wholesal

and Retail Trade was the next largest category with 591,200 positions, or 21.3 percent of all employment. Finance and Real Estate, as a category, accounted for 17.4 percent of total employment. Manufacturing, the next largest sector, only accounted for slightly over 450,000 jobs in New York City, reflecting its declining importance in the mix of New York City employment. (See Table I)

Further verification of the changes that have been taking place in New York City comes from the analysis of the change in employment by sector. Between 1979 and 1982, three sectors experienced a decline in employment: Transportation and Public Utilities, Manufacturing, and Wholesale and Retail Trade. During this period over 73,000 jobs were lost in the manufacturing sector, and nearly 30,000 jobs between the other two sectors. These changes were offset by growth in the other sectors, yielding practically a net zero effect, however, causing a great deal of displacement (See Adult Workers in the New York City Labor Market, Center for Labor and Urban Programs, Research & Analysis, September 1983). These changes are indicated in Table III.

Details concerning the employment situation in each of the boroughs of New York City will be found in Tables III through VII. As the reader will note, while the situations in the boroughs, no doubt, reflect the larger picture for New York City they vary to a degree reflecting the individual borough's economic health.

Estimated Employment in Selected Entry Level Positions

The data presented in Tables VIII, IX, and X were derived using matrix projection techniques on data from three sources: The Occupational Employment Survey, The Current Employer Survey, and 1983 Annual Planning Information for Manpower Planners: New York City.

Entry-level positions were undecided only if estimated employment in 1982 was at least 2,000. In Manhattan, the top 25 entry-level positions accounted for 470,700 jobs in 1982 with a total of 41,800 job openings per year. These positions fell into four categories: Sales, Clerical, Operatives and Other Semi-Skilled excluding Food, and Food Service Workers. In Sales, there is a total of approximately 5,600 openings each year in Manhattan.

By far the greatest number of openings occur in the semi-skilled and unskilled areas, owing to the high turnover in these types of jobs. Janitors, Porters and Cleaners accounted for more openings alone than both items under Sales. (See Table VIII).

The entry-level employment situation for the Bronx is less sanguine than that in Manhattan or elsewhere in the City of New York. Employment in entry-level positions with 2,000 or more individuals in 1982 accounts for only a dozen positions. Total estimated employment in this category is 82,700 for the Bronx. These jobs generate a total of 10,300 openings each year. (See Table IX).

Turning to Brooklyn, the situation is much brighter than the Bronx. Employment in entry-level positions with 2,000 or more individuals accounted for over 20 occupations, yielding a total estimated employment of 123,100 individuals. A total of 12,500 openings are generated each year from these positions. (See Table X).

TABLE I
EMPLOYMENT BY SECTOR FOR NEW YORK CITY
BY COUNTY FOR SEPTEMBER 1982
(IN THOUSANDS)

	<u>BRONX</u>	<u>KINGS</u>	<u>MANHATTAN</u>	<u>QUEENS</u>	<u>RICHMOND</u>	<u>NEW YORK CITY</u>
Manufacturing	24.5	91.6	255.1	77.5	3.3	452.0
Contract Construction	10.3	14.4	35.2	24.0	2.7	86.6
Transportation & Public Utilities	9.0	25.5	137.4	65.2	3.6	240.7
Wholesale & Retail Trade	41.7	87.3	350.7	95.9	15.6	591.2
Finance, Insurance & Real Estate	11.3	23.2	424.2	20.9	3.1	482.7
Services	65.0	112.2	613.7	100.1	20.0	911.0
Other	0.8	2.9	9.3	2.3	0.5	15.8
TOTAL	162.6	357.1	1,825.6	385.9	48.8	2,780.0

Source: Employment Review, February 1983, Table 11.

TABLE II
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN NEW YORK CITY
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	525.6	452.0	-73.6	-14.0%	-4.9%
Contract Construction	74.3	86.6	12.3	16.6%	5.2%
Transportation & Public Utilities	254.8	240.7	-14.1	-5.5%	-5.5%
Wholesale & Retail Trade	606.9	591.2	-15.7	-2.6%	-0.9%
Finance, Insurance & Real Estate	428.9	482.7	53.8	12.5%	4.0%
Services	848.9	911.0	62.1	7.3%	2.4%
Other	2.8	15.8	6.0	61.2%	17.3%
TOTAL	2,753.0	2,780.0	27.0	1.0%	0.3%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

TABLE III
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN THE BRONX
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	28.9	24.5	-4.4	-15.2%	-5.4%
Contract Construction	9.6	10.3	0.7	7.3%	2.4%
Transportation & Public Utilities	9.2	9.0	0.2	-2.2%	-0.7%
Wholesale & Retail Trade	43.7	41.7	-2.0	-4.6%	-1.5%
Finance, Insurance & Real Estate	11.9	11.3	-0.6	-5.0%	-1.7%
Service	60.2	55.0	4.8	0%	2.6%
Other	0.7	0.8	0.1	14.3%	4.6%
TOTAL	164.0*	162.6	-1.4	-0.8%	-0.3%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

* Figures may not add to totals exactly due to rounding.

TABLE IV
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN KINGS COUNTY
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	113.3	91.6	-21.7	-19.2%	-6.8%
Contract Construction	12.3	14.4	2.1	17.1%	5.4%
Transportation & Public Utilities	27.4	25.5	-1.9	-6.9%	-2.4%
Wholesale & Retail Trade	91.5	87.3	-4.2	-4.6%	-1.6%
Finance, Insurance & Real Estate	24.6	23.2	-1.4	-5.7%	-1.9%
Services	100.2	112.2	12.0	12.0%	3.8%
Other	2.3	2.9	0.6	26.1%	8.0%
TOTAL	371.6	357.1	-14.5	-3.9%	-1.3%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

TABLE V
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN MANHATTAN
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	292.0	255.1	-36.9	-12.6%	-4.4%
Contract Construction	29.3	35.2	5.9	20.1%	6.3%
Transportation & Public Utilities	143.0	137.4	-5.6	- 3.9%	-1.3%
Wholesale & Retail Trade	360.0	350.7	-9.3	- 2.6%	- .9%
Finance, Insurance & Real Estate	369.9	424.2	54.3	14.7%	4.7%
Services	587.0	613.7	26.7	4.5%	1.5%
Other	8.2	9.3	1.1	13.4%	4.3%
TOTAL	1,789.2	1,825.6	30.4	2.0%	0.7%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

TABLE VI
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN QUEENS
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	87.9	77.5	-9.5	-10.9%	-3.8%
Contract Construction	20.7	24.0	3.3	15.9%	5.1%
Transportation & Public Utilities	72.7	65.2	-7.5	-10.3%	-3.5%
Wholesale & Retail Trade	97.8	95.9	-1.9	-1.9%	-.7%
Finance, Insurance & Real Estate	19.8	20.9	1.1	5.6%	1.8%
Services	86.0	100.1	14.1	16.4%	5.2%
Other	2.0	2.3	0.3	.2%	4.8%
TOTAL	385.9	385.9	0.0	0.0%	0.0%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

TABLE VII
CHANGE IN EMPLOYMENT BY SECTOR
BETWEEN SEPTEMBER 1979 AND SEPTEMBER 1982
IN RICHMOND COUNTY
(IN THOUSANDS)

	<u>SEPT.</u> <u>1979</u>	<u>SEPT.</u> <u>1982</u>	<u>CHANGE</u>	<u>PERCENT</u> <u>CHANGE</u>	<u>AVERAGE ANNUAL</u> <u>RATE OF CHANGE</u>
Manufacturing	4.5	3.3	-1.2	-26.7%	-9.8%
Contract Construction	2.4	2.7	0.3	12.5%	12.5%
Transportation & Public Utilities	2.8	3.6	0.8	28.6%	8.7%
Wholesale & Retail Trade	13.9	15.6	1.7	12.2%	3.9%
Finance, Insurance & Real Estate	2.8	3.1	0.3	10.7%	3.5%
Service	15.6	20.0	4.4	28.2%	8.6%
Other	0.3	0.5	0.2	66.7%	18.6%
TOTAL	42.2	48.8	6.6	15.6%	5.0%

Source: Employment Reviews, June 1980 and February 1983, Table 11.

TABLE VIII
SELECTED ENTRY LEVEL POSITIONS
IN THE MANHATTAN LABOR MARKET
IN 1982

	<u>ESTIMATED EMPLOYMENT</u> <u>1982</u>	<u>AVERAGE ANNUAL</u> <u>OPENINGS</u>
<u>Sales</u>		
Sales Clerks and Agents	30,700	2,900
Cashiers	24,100	2,700
<u>Clerical</u>		
General Clerks	35,800	5,700
Typists	28,000	3,200
Account Clerks	22,700	2,200
Shipping-Receiving Clerks	17,700	1,300
File Clerks	14,100	1,500
Stock Clerks, Store Clerks	13,900	900
<u>Operatives and Other Semi-Skilled</u> <u>Excluding Food</u>		
Janitors, Porters, and Cleaners	87,400	7,300
Guards and Doorkeepers	36,600	2,400
Sewing Machine Operators	33,400	2,000
Vehicle Cleaners, Equipment Cleaners	14,300	3,000
Packers, Wrappers	14,000	900
Delivery and Route Workers	13,900	900
Truck Drivers	10,800	700
Painters, Construction and Maintenance	8,500	300
Taxi Drivers	5,100	300
Packagers, Production and Shipping	4,900	300
Miscellaneous Apparel Trades (Sample Makers, Trimmers, Hand Sewers)	4,800	300
Trades Helpers	4,400	200
Cutters	3,000	200
Pressers	2,100	100
<u>Food Service Workers</u>		
Dining Room Attendants, Kitchen Helpers	18,100	1,200
Waiters and Waitresses	18,500	1,400
Food Counter Workers	6,100	500

Source: Occupational Employment Statistical Survey for New York City by Industry Division and Current Employment Statistics, prepared by the United States Bureau of Labor Statistics in cooperation with the New York State Department of Labor.

Job Openings Data estimated from the New York City Matrix Projections as shown in the 1983 Annual Planning Information for Manpower Planners.

TABLE IX
SELECTED ENTRY LEVEL POSITIONS
IN THE BRONX LABOR MARKET
IN 1982

	<u>ESTIMATED EMPLOYMENT</u> <u>1982</u>	<u>AVERAGE ANNUAL</u> <u>OPENINGS</u>
<u>Sales</u>		
Sales Clerks and Agents	6,500	600
<u>Clerical</u>		
General Clerks	39,000	6,200
Secretaries, General	7,100	800
Typists	3,300	400
Receptionists	3,000	400
Stock Clerks	3,000	300
Shipping Clerks	3,000	200
Account Clerks	2,000	200
<u>Operatives and Other Semi-Skilled</u> <u>Excluding Food</u>		
Janitors, Porters, and Cleaners	7,000	600
Taxi Drivers	3,300	200
Guards and Doorkeepers	3,000	200
<u>Food Service Workers</u>		
Waiters and Waitresses	2,500	200

Source: Occupational Employment Statistical Survey for New York City by Industry Division and Current Employment Statistics, prepared by the United States Bureau of Labor Statistics in cooperation with the New York State Department of Labor.

Job Openings Data estimated from the New York City Matrix Projections as shown in the 1983 Annual Planning Information for Manpower Planning.

TABLE X
SELECTED ENTRY LEVEL POSITIONS
IN THE BROOKLYN LABOR MARKET
IN 1982

	<u>ESTIMATED EMPLOYMENT</u> 1982	<u>AVERAGE ANNUAL</u> <u>OPENINGS</u>
<u>Sales</u>		
Sales Clerks and Agents	13,400	1,200
Cashiers	5,400	600
<u>Clerical</u>		
Secretaries, General	16,400	1,800
General Clerks	11,700	1,700
Typists	6,600	800
Receptionists	4,800	600
Account Clerks	3,800	400
Stock Clerks, Store Clerks	3,600	300
Shipping Clerks	3,200	200
File Clerks	2,000	200
<u>Operatives and Other Semi-Skilled</u> <u>and Unskilled Excluding Food</u>		
Janitors, Porters, and Cleaners	12,400	1,000
Packers, Wrappers	6,200	1,000
Guards and Doorkeepers	5,100	300
Vehicle Cleaners, Equipment Cleaners	2,600	400
Delivery and Route Workers	3,300	200
Truck Drivers	2,900	200
Construction Laborers	2,800	100
Stockroom & Warehouse Laborer	2,600	300
Maintenance Repairer, General	2,100	200
<u>Food Service Workers</u>		
Waiters and Waitresses	5,100	400
Dining Room Attendants, Kitchen Helpers	2,800	200
Food Workers, Private	2,200	200
Cooks, Private	2,100	200

Source: Occupational Employment Statistical Survey for New York City by Industry Division and Current Employment Statistics, prepared by the United States Bureau of Labor Statistics in cooperation with the New York State Department of Labor.

Job Openings Data estimated from the New York City Matrix Projections as shown in the 1983 Annual Planning Information for Manpower Planning.